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## ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) workers in society, (2) production and distribution of goods and services, (3) consumption of goods and services, and (4) employment versus unemployment. On completion of the course the student will be able to interpret the production of goods in our economy, analyze the relationship of money earned to purchasing power, and recognize factors affecting employment. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

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# THE ROLE OF WORK IN OUR SOCIETY

U. S. DEPARTMENT OF HEALTH,  
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ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT  
in  
THE ROLE OF WORK IN OUR SOCIETY

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## Introduction

This unit, "The Role of Work in Our Society," is one of the series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series:

- Getting a Job
- How To Keep a Job
- Personal Development
- Occupational Safety
- Learning About Jobs
- Self-Appraisal for Employment
- Introduction to Orientation to the World of Work
- Taxes Affecting the Worker
- Handling Your Paycheck

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1. Rationale

Disadvantaged and handicapped students often have first-hand experience with the unpleasant effects of unemployment and underemployment. However, they do need to:

1. find a way out--learn about the many opportunities for work available and how to obtain the best standard of living possible with earnings made.
2. gain perspective--balance needs and wants in terms of employment and standard of living goals.
3. develop respect for the different levels of jobs in the world of work--see how the most menial (for they may hold it) supports the most respected.
4. find the will power to follow the path to advancement--keep trying when the "chips" are down.

A knowledge of "The Role of Work in Our Society" will help the student do this by:

1. providing a picture of the interdependence of industries, farms, and producers of raw materials.
2. showing that the production of goods and services within a particular enterprise requires the labors of different levels of workers, each dependent upon the other for the ultimate outcome of his work.
3. showing how to manage needs and wants to obtain a better standard of living.
4. educating about unemployment so that it can be avoided.

This unit will be of particular help to those students who come from homes dependent upon welfare, for it shows that our society needs its members to work to produce the goods and services needed and wanted. It will be of particular help to the handicapped confined to lower level jobs, for it will help them feel pride in the work they do.

Some or all of the unit may be omitted for students who have had or are taking courses in general business, economics, or consumer economics. An oral protest of the class will help the teacher decide whether or not to include this unit in the course of study for "Orientation to the World of Work."

II. Subject Matter Outline

- A. Workers in Society
  - 1. Types of Workers
  - 2. Benefits and Rewards of Work
- B. Production and Distribution of Goods and Services
  - 1. Goods
  - 2. Services
- C. Consumption of Goods and Services
  - 1. Needs vs. Wants
  - 2. Purchasing Power and Standard of Living
- D. Employment vs. Unemployment
  - 1. Factors Affecting Employment
  - 2. Effects of Unemployment

### III. Unit Objectives

#### The student will

- A. Identify the types of workers and the rewards and benefits of work in our society.
- B. Interpret the production of goods and services in our economy.
- C. Analyze the relationship of money earned to power of purchase.
- D. Recognize the effects of employment vs. unemployment.

#### IV. Suggested Interest Approach

(Select the most appropriate.)

- A. Filmstrip: "Managing Your Money Series" No. 3.
- B. Comparison of an employed person with an unemployed person
- C. Skit describing the role of work in our society--Teacher prepared
- D. Time test using a set of electrical wires. Have ready a piece of three- to five-inch electrical wire for each student. Time students while they separate the individual wires. Compare "complete" wires and quality of work done. During discussion, point out:
  - (1) It takes some people longer to do a task than others.
  - (2) The fastest worker does not always produce quality work.
  - (3) Both basic production speed and a quality product are a must in industry.

3.4

LESSON PLANS

BEST COPY AVAILABLE

MAJOR CONCEPT: A. Workers in Society

SUPPORTING CONCEPTS:

1. Types of Workers
2. Benefits and Rewards of Work

PERFORMANCE OBJECTIVES:

The student will

1. List ten different kinds of workers.
2. List two benefits of work and three rewards of work.

A. WORKERS IN SOCIETY 1: TYPES OF WORKERS

TEACHING-LEARNING-EVALUATION STRATEGIES

		RESOURCES	
		HANDICAPPED	
DISADVANTAGED			
		<p><u>Interest Approach:</u> <u>Describe</u> several different types of <u>unskilled</u>, <u>semi-skilled</u>, <u>un-skilled</u> or <u>skilled workers</u>. <u>Identify</u> each kind of worker described.</p> <p><u>Note to Teacher:</u> Divide into groups. The following definitions may be used to identify skilled, semi-skilled and unskilled jobs. These are not to be used as a "rule of thumb" definition but as a guide to help understand the different levels of job opportunities in the "Exploration in the World of Work" units. Also keep in mind that many occupations may be classified in more than one category.</p> <p>"Skilled" workers must have a thorough knowledge of the work in which they will be involved and may be expected to make independent judgments and accept the responsibility for the care and keep of valuable equipment or products.</p>	<p>Student Material: "Job Descriptions," p. 36. (D/H)</p> <p>Book: No. 10. <u>Service Station Operation and Management</u> (D/H/T)</p> <p>Magazines</p>

A: WORKERS IN SOCIETY 1: TYPES OF WORKERS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>"Semi-skilled" workers may receive brief on-the-job training. They are usually told exactly what to do and how to do it. Their work is closely supervised. They are expected to work at a fast and steady pace after a short training period.</p> <p>"Unskilled" workers are laborers in unusual occupations which generally do not require any special training. Many of these jobs involve handling and moving materials.</p>	<p><u>View a filmstrip which describes competencies for unskilled, semi-skilled, and skilled workers.</u></p>	<p><u>Same, except limit to unskilled and semi-skilled.</u></p> <p><b>Filmstrip:</b> No. 5. "Occupational Education" --"The School Cafeteria Worker" --"The Waitress" --"The Nurses Aide" No. 8. "The World of Work, Vocational Opportunities"</p> <p><b>Student Material:</b> "Definitions--Worker," p. 37</p> <p><b>Suggested Resource Person:</b> --Student employed on a part-time job --Parent --Counselor</p> <p><b>Evaluation:</b> <u>List ten different kinds of workers.</u></p> <p><b>Evaluation:</b> <u>Role play five different kinds of workers.</u></p>

**A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK**

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES			
<p><u>View</u> pictures of several different kinds of workers. <u>Identify</u> one thing they all have <u>in common</u>.</p> <p><u>Research</u> and <u>discuss</u> such factors as</p> <ul style="list-style-type: none"> <li>(1) <u>What is work?</u></li> <li>(2) <u>Who must work?</u> For example: <ul style="list-style-type: none"> <li>--heads of household</li> <li>--parents supporting families</li> <li>--children supporting infirmed parents</li> <li>--persons who wish to improve their standard of living</li> <li>--people who work for secondary reasons, such as to help others, for enjoyment, etc.</li> </ul> </li> </ul> <p><u>Evaluation:</u> <u>Explain</u> the difference between work and the worker.</p>	<p>Same.</p> <p><u>Evaluation:</u> <u>State orally the difference between work and the worker.</u></p>	<p><u>Suggested caption for pictures:</u>  " They All Work"  Transparency Master:  "Workers," p. 47</p> <p><u>Books:</u></p> <table border="0"> <tr> <td>No. 11. <u>Succeeding in the World of Work</u></td> </tr> <tr> <td>No. 12. <u>Teenagers At Work</u></td> </tr> <tr> <td>No. 13. <u>They Work and Serve (D)</u></td> </tr> </table> <p><u>Student Material:</u>  "Definitions," <u>Work</u>, p. 37</p> <p><u>Note to Teacher:</u> Introduce the concept that there are many different ways in which people may work, such as the following:</p> <ul style="list-style-type: none"> <li>(1) With their hands</li> <li>(2) With their mind</li> <li>(3) With both their hands and mind</li> </ul> <p><u>Use</u> current employment figures which illustrate that most people work.</p> <p><u>Suggested resources:</u></p> <ul style="list-style-type: none"> <li>--Economic Security Dept.</li> <li>--Employment Service</li> <li>--Unemployment Insurance Division</li> </ul>	No. 11. <u>Succeeding in the World of Work</u>	No. 12. <u>Teenagers At Work</u>	No. 13. <u>They Work and Serve (D)</u>
No. 11. <u>Succeeding in the World of Work</u>					
No. 12. <u>Teenagers At Work</u>					
No. 13. <u>They Work and Serve (D)</u>					

A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Interview</u> several workers or research magazines to answer the question, "Why people work."</p> <p><u>Share</u> results with class.</p>	<p><u>Listen</u> to the results of interviews with several workers asking them why they work.</p> <p>Same.</p>	<p>Suggested interviewees or types of persons to look for:</p> <ul style="list-style-type: none"> <li>--a mother and/or father</li> <li>--a housekeeper</li> <li>--a career person</li> <li>--a retired person who works</li> <li>--a wealthy person</li> </ul>

A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>List</u> things one would like to own.</p> <p><u>Note to Teacher:</u> When complete, point out to the class how people get things they want--with dollars earned.</p>	<p>Same.</p> <p>Research and <u>tell</u> the basic reason some people <u>can</u> own certain things while other people cannot.</p>	<p>Same. Omit research.</p> <p>Books:</p> <p>No. 2. <u>Better Buymanship: Dollar Sense</u>, ch. 3, 4</p> <p>No. 1. <u>Be Informed Series:</u></p> <p>No. 1a. <u>Unit 14--Wise Buying</u></p> <p>No. 1b. <u>Unit 16--Money</u></p> <p>No. 6. <u>Money Management Booklet Library</u></p> <p>No. 6a. <u>It's Your Credit--Manage It Wisely</u></p> <p>No. 6b. <u>Reaching Your Financial Goals</u></p> <p>No. 11. <u>Succeeding in the World of Work</u>, ch. 9, 11</p>
<p><u>View</u> charts which illustrate the relationship between training and dollars earned as it relates to skilled, semi-skilled and unskilled jobs.</p>	<p><u>Solve</u> some mathematical problems which emphasize the relationship between training and dollars earned such as:</p> <p>Joe is working as a sacker in a local grocery at \$1.70 per hour for 5 hours per week. Tom is working as an apprentice auto mechanic at \$4.00 per hour for 5 hours per week at a local garage. Figure the salaries of both Joe and Tom. <u>Explain</u> the difference in salaries.</p>	<p>Transparency: "Training--Earnings," p. 48</p> <p>Transparencies: "Economics in Business," p. 35</p>

A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Invite</u> a parent to discuss that one works to provide for one's family.</p> <p><u>Prepare</u> a bulletin board which illustrates the benefits of work.</p> <p><u>Prepare</u> a list of items needed by most families and the approximate cost of each.</p> <p><u>Note to Teacher:</u> Get a recording of a well-known individual in the community talking about the dignity of work.</p> <p><u>Listen</u> to a recording describing the dignity of work.</p> <p><u>Brainstorm:</u> Discuss what people commonly think of people who do not work. Write a paragraph stating your own views of people who do not work.</p>	<p>Same. <u>Note to Teacher:</u> Stress the necessity to provide:</p> <ul style="list-style-type: none"> <li>--food --shelter</li> <li>--clothing --health</li> <li>--education --recreation</li> </ul> <p>Same.</p> <p><u>Group activity:</u> List, using a chart, items needed by most families and the approximate cost of each.</p> <p><u>View</u> a filmstrip which discusses the satisfaction and material rewards of work.</p> <p><u>Discuss</u> such things as</p> <ol style="list-style-type: none"> <li>(1) Job satisfaction.</li> <li>(2) Material rewards of work.</li> <li>(3) Relationship of work to personal growth.</li> </ol> <p><u>Same.</u></p>	<p><u>Same.</u> <u>Note to Teacher:</u> Stress the necessity to provide:</p> <ul style="list-style-type: none"> <li>--food --shelter</li> <li>--clothing --health</li> <li>--education --recreation</li> </ul> <p><u>Poster Paper</u> (H) <u>Magic Markers</u> (H)</p> <p><u>Filmstrip:</u> <u>No. 9, "Why Work At All"</u></p> <p><u>Books:</u></p> <p>No. 15. <u>You Can Work in the Education Services.</u> (D/H)</p> <p>No. 16. <u>You Can Work in the Transportation Industry.</u> (D/H)</p>

A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<u>View</u> transparencies which depict a person who seems to be happy with his work and one who seems to be unhappy with his work.	Same.	Transparency: "A Happy Worker," p. 49 "An Unhappy Worker," p. 50
<u>Discuss</u> why people have pride in their work. Bring to class a couple of items which are well made in which the worker could have great pride and satisfaction.	Same as disadvantaged, except ask the pupils to bring some objects (items) to class which would show the point.	
<u>List</u> several people in the community who are held in high esteem. <u>Discuss</u> why these people are held in high esteem.	Same, except <u>name</u> several people in the community who are held in high esteem.	
<u>Rank</u> in order of importance reasons why people work, according to individual interest.		
<u>Play</u> a game. <u>Note to Teacher:</u> Give each pupil a different amount of play money. Determine how the money might be spent.	Same, except students work in pairs.	Game: No. 1. "The Game of Life."
<u>Survey</u> parents of class members to determine the changing role of women in our society.	Same.	Student Material: "Parent Job Survey," p. 38
<u>List</u> some familiar jobs at which women are usually employed. <u>Note</u> the fact that most of these jobs did not exist a few years ago.	Same.	

A: WORKERS IN SOCIETY 2: BENEFITS AND REWARDS OF WORK (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Survey</u> some local businesses and industries to establish the fact that more women now work.</p> <p><u>Evaluation:</u> <u>Complete</u> a quiz on work.</p>	<p><u>View</u> a slide presentation of women workers in the community and discuss.</p> <p><u>Evaluation:</u> <u>Answer</u> orally questions relating to the benefits and rewards of work.</p>	<p>Teacher-made slide or home movie presentation on women workers in the community</p> <p>Student Material:          "Suggested Business and Industrial Survey," p. 38          "Suggested Exercise Sheet-- Benefits and Rewards of Work," p. 40</p>

**MAJOR CONCEPT:****B. Production and Distribution of Goods and Services****SUPPORTING CONCEPTS:**

1. Goods
2. Services

**PERFORMANCE OBJECTIVES:**

The student will

1. Tell the role of workers in the production and distribution of products.
2. Explain the importance of service-oriented occupations.

<b>B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 1: GOODS</b>		<b>TEACHING-LEARNING-EVALUATION STRATEGIES</b>	<b>RESOURCES</b>
<b>DISADVANTAGED</b>	<b>HANDICAPPED</b>		
<p><b>Buzz groups:</b> Write a definition of goods.</p> <p><b>Read about a job of interest in which a person working produces goods.</b></p> <p><b>Report findings to class.</b></p>	<p><b>Round-table discussion:</b> State a definition of goods.</p> <p><b>View a filmstrip and/or film loop about a job of interest in which the person working produces goods.</b></p>	<p><b>Student Material:</b> "Definitions," <u>Goods</u>, p. 37</p> <p><b>Book:</b> No. 7. <u>Occupations and Careers</u></p> <p><b>Filmstrip:</b> No. 7. "The World of Work Series, Set 2."</p> <p>No. 1. "It's Your Future: A Look at the Future" (H)</p>	<p><b>Film Loop:</b></p> <p>No. 2. "Job Orientation Series" (H)</p> <p>--"Cooks, Chefs, and Related Occupations"</p> <p>--"Jobs in the Baking Industry"</p> <p><b>Buzz session:</b> Name as many goods as can be seen in the room.</p> <p>List as many goods as one can see in the room. Recall all the goods one may use in a day.</p> <p>chalkboard, chalk</p>

B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 1: GOODS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>View</u> a transparency depicting different kinds of goods.</p> <p><u>Visit</u> a retail store or outlet. <u>Make</u> a listing of goods sold there.</p>	<p>Same.</p> <p>Same. <u>Display</u> labels, empty boxes, etc. of goods sold at a retail store or outlet.</p> <p>OR</p> <p><u>Visit</u> an assembly line type factory. <u>See</u> that many different workers have a part in manufacturing a finished product.</p>	<p>Transparency Masters: "Goods: Clothing, Food, Car," p. 52 "Goods: Reel, Gun, Boat," p. 53</p> <p>Local retail store</p> <p>Same, or <u>Resource Person</u>: <u>Invite</u> a person to display some raw products and/or finished products and tell about different workers who had a part in the production.</p> <p>Same, except state orally.</p> <p>List all the different workers who had a part in the production of a familiar product.</p>
<p><u>View</u> a transparency depicting different kinds of goods.</p> <p><u>Visit</u> a retail store or outlet. <u>Make</u> a listing of goods sold there.</p>	<p>Same. <u>Display</u> labels, empty boxes, etc. of goods sold at a retail store or outlet.</p> <p>OR</p> <p><u>Visit</u> an assembly line type factory. <u>See</u> that many different workers have a part in manufacturing a finished product.</p>	<p>Same. <u>Use</u> an item produced in the local community such as: --lumber used to build homes --tobacco used for cigarettes, cigars, etc.</p> <p>Same. <u>Listen to</u> a resource person discuss the dependence of one worker upon other workers for goods and services.</p> <p><u>Panel discussion</u>: <u>Discuss</u> a topic such as: how dependent one worker is upon other workers for goods.</p>

system

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Note to Teacher:</u> Bring several items to class which show place of manufacture on them. <u>Trace</u> the movement from the place of manufacture to the purchaser.</p> <p><u>View</u> a film depicting the manufacturing and distribution of an item. Determine the number of people involved.</p> <p><u>Simulation:</u> <u>Construct</u> a miniature community. <u>Role play</u> how goods are moved and exchanged.</p> <p><u>Circular response:</u> <u>Discuss</u> a topic such as the following: "What would happen if one or more steps were omitted?"</p>	<p>Same. <u>View</u> a transparency which shows the movement of goods from the place of manufacture to the consumer.</p> <p>Same.</p> <p>Same. <u>Use</u> goods and services which are produced locally.</p>	<p><u>Transparency Masters:</u> "Wheat to Mill," p. 62 "Flour from Mill to Bakery to Store to Consumer," p. 63</p> <p><u>Film:</u> No. 1. "Jobs in Drafting" (D/H) No. 2. "Jobs in the Sheet Metal Trades" (D/H)</p> <p><u>Transparency Master:</u> "Businesses in Our Society," p. 56</p>
		<p><u>Student Material:</u> "The Importance of the Production of Goods," p. 41</p> <p>Poster paper, magazines, newspapers, magic markers</p> <p><u>Listen</u> to a tape recorded by the teacher on the "Importance of the Production of Goods."</p> <p><u>Construct</u> a chart using pictures to illustrate at least five goods. <u>Tell</u> why it is important to produce these goods.</p> <p><u>Evaluation:</u> <u>Explain</u> the role of workers in the production and distribution of a local product.</p>

B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 2: SERVICES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Rep Session:</u> <u>Define</u> services.</p> <p><u>View</u> a filmstrip in which a person is working but is not producing a product. (Example: service occupations)</p>	<p>Same. <u>View</u> posters describing workers not producing a product.</p>	<p>Student Material: "Definitions," p. 37 (D/H)</p> <p>Filmstrip: No. 4. "New Careers in Agriculture" (D) --"Careers in Farm Services" --"Careers in Government Services" --"Careers in Farm Machinery Sales and Service"</p> <p>Posters: No. 2. "Modern Workers," Set 1</p>
<p><u>Research</u> a job of interest in which the worker performs a service and report findings to class.</p>	<p><u>View</u> and <u>discuss</u> a filmstrip or film loop describing a job interest in which a person is working to produce services.</p>	<p>Film Loops: No. 1. "Job Opportunities" No. 2. "Job Orientation Series"</p> <p>Transparency Masters: "Services: Fire and Police Protection," p. 54 "Services: Medical and Research," p. 55</p>

List as many services as possible such as the following:

- (1) Medical
- (2) Dental
- (3) Fire Protection
- (4) Police Protection
- (5) Mail Delivery
- (6) Garbage Pick-up
- (7) Telephone Service

Role play a person providing a service. Note to Teacher: Let the other class members see if they can identify the service.

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED

Construct a bulletin board showing workers who provide services.

View flash cards which illustrate some unskilled or semi-skilled workers. List whether the workers provide goods and/or services.

Game: Play a game of workers providing goods and services. Note to Teacher: Divide the class into two teams; one team represents a business providing services and one providing goods. The team which produces, by naming, role playing, or describing the most goods and/or services will be determined the winner.

Evaluation: List several different workers. Determine if the workers produce goods or services. Write a paragraph telling what would happen if a particular service (student's choice) were omitted from the community.

HANDICAPPED

Same.

Same, except state orally whether the workers provide goods and/or services.

Evaluation: Clip from magazines pictures of workers. Prepare a display of workers who provide goods and services. Note to Teacher: Have the poster board displays judged, providing prizes.

Note to Teacher: Read to the pupils a list of several different workers. Let the pupils determine if the workers produce goods or services.

Student Material:  
"Exercise Sheet," Goods and Services,  
p. 42

RESOURCES

Poster Cards:  
No. 1. "Community Workers and Helpers"  
Statuette Kits:  
No. 1. "Community Workers"  
No. 2. "Transportation People"

Magazines, poster board

**MAJOR CONCEPT:** C. Consumption of Goods and Services

**SUPPORTING CONCEPTS:**

1. Needs vs. Wants
2. Purchasing Power and Standard of Living

**PERFORMANCE OBJECTIVES:**

The student will

1. Distinguish between his needs and his wants.
2. Explain how the money he will earn will affect his standard of living.

C: CONSUMPTION OF GOODS AND SERVICES 1: NEEDS VS. WANTS		TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES	
		DISADVANTAGED	HANDICAPPED		
		<p><b>Discuss:</b> What is the difference between wants and needs? Note to <u>Teacher</u>: Arrive at a group definition of wants and needs and put the definition on a transparency.</p> <p><b>View</b> a transparency which illustrates wants.</p> <p><b>View</b> transparencies which illustrate needs.</p>	<p>Same.</p> <p>Same.</p> <p>Same.</p>	<p>Transparency Master: Teacher-made</p> <p>Transparency Masters: "Wants: Gun, Car," p. 57 "Wants: Boat, Cycle," p. 58</p> <p>Transparency Masters: "Needs: Clothing," p. 59 "Needs: Shelter," p. 60 "Needs: Food," p. 61</p>	<p>Transparency Masters: "Needs, p. 37 Books: No. 8. <u>Opportunity Knocks Series</u> No. 8a. <u>It's Up to You</u> No. 8b. <u>You Pay for It</u></p>
					<p><b>Evaluation:</b> Play a game in which one must choose whether to purchase wants or needs. Discuss the consequences when one purchases his wants before his needs.</p> <p><b>List</b> priorities of common needs and wants according to individual values and share with class.</p>

C: CONSUMPTION OF GOODS AND SERVICES 1: NEEDS VS. WANTS

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Evaluation:</u> <u>Complete</u> an exercise sheet.</p> <p><u>Complete</u> a shopping quiz.</p>	<p>Same. Be very selective, using fewer items.</p>	<p>Student Material: "Suggested Exercise Sheet," True-False and completion, p. 43</p> <p>Book: No. 5. <u>Money Makes Sense,</u> <u>Shopping Quiz</u>"</p> <p>No. 14. <u>Using Money Series,</u> Book 3, <u>Buying Power</u> --"Spending Your Money"</p>

**CONSUMPTION OF GOODS AND SERVICES 2: PURCHASING POWER AND STANDARD OF LIVING**

**TEACHING-LEARNING-EVALUATION STRATEGIES**

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Buzz session:</u> Discuss the fact that the amount of money one has determines the number of needs and wants one can purchase. Note to Teacher: Guide the pupils to understand that the amount of money one has and how he spends it affect his standard of living.</p> <p><u>List</u> items which most families must have to live satisfactorily.</p> <p><u>Determine</u> the approximate cost of these.</p> <p><u>Discuss</u> reasons some items cost more dollars than others.</p> <ul style="list-style-type: none"> <li>--quality</li> <li>--design and style</li> <li>--availability</li> <li>--production and distribution costs</li> </ul>	<p>Same.</p> <p>Same.</p> <p>Same.</p> <p>Same.</p>	<p><b>Books:</b></p> <p>No. 8. <u>Opportunity Knocks Series</u> --No. 8b. <u>You Pay for It</u> No. 4. <u>Life Today</u>, ch. 4</p> <p><b>Transparency Master:</b> "A Dollar Bill," p. 64</p> <p><b>Materials:</b> Vide a transparency illustrating a one dollar bill. List or name orally items one could purchase with a dollar.</p> <p><b>Figure</b> the earnings of different rates per hour. Determine the extent to which each could buy certain goods and/or services such as the following:</p> <p><u>Worker A:</u> Worker A earns \$2.40 per hour and usually works 40 hours per week. What are his weekly earnings?</p> <p><u>Worker B:</u> Earning \$3.10 per hour, Worker B works 35 hours per week. What are his monthly earnings?</p> <p><b>Newspapers, magazines, catalogs listing goods/services and the cost of each. (D/H)</b></p>

C: CONSUMPTION OF GOODS AND SERVICES 2: PURCHASING POWER AND STANDARD OF LIVING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Worker C:</u> Worker C is a \$1.80 per hour worker. How many hours would he have to work to earn the same money as Worker B?</p> <p><u>Worker D:</u> Worker D has a very good job, earning \$4.20 per hour. How much does Worker D earn in 40 hours?</p> <p><u>Point out</u> some of the reasons why one worker earns more than another, works different hours, produces more goods, etc.</p>	<p><u>Note to Teacher:</u> Arrange for a small assembly line operation in the classroom to manufacture a small product.</p> <p><u>Calculate</u> the time involved and the approximate cost of production.</p> <p><u>Determine</u> the retail cost of item produced to avoid loss in manufacturing operation.</p>	<p><u>Student Materials:</u> "The Progression of Hours Workers Have Worked per Week," p. 45 "Skills Needed for Today's Jobs," p. 46</p> <p><u>Book:</u> No. 9. <u>Planning My Future</u>, ch. 6, 8, 9, 10, 11</p> <p><u>Book:</u> No. 17. <u>The World of Work</u>, Teacher's Guide</p> <p><u>Same.</u></p>
<p><u>Evaluation:</u> Compare the items one can purchase when he makes \$4000 as compared to \$6000.</p>	<p><u>View a transparency which illustrates the earning power of money.</u></p>	<p><u>Transparency Master:</u> "Earning Power," p. 65</p>

C: CONSUMPTION OF GOODS AND SERVICES 2: PURCHASING POWER AND STANDARD OF LIVING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>Play</u> a game entitled "Goods and Dollars and/or Services and Dollars- You Can't Have One Without the Other."</p> <p><u>Note to Teacher:</u> Divide class into small groups. Give each group a determined amount of play money. From a given list of goods and/or services with the approximate cost of each, groups will choose how many items can be purchased using the money.</p> <p><u>Evaluation:</u> <u>Explain</u> how the money one earns <u>will affect</u> his standard of living.</p>	<p><u>Evaluation:</u> <u>Collect</u> pictures and prices of items. <u>Figure</u> total cost and compare.</p>	<p>Catalogs, magazines</p>

**MAJOR CONCEPT:** D. Employment vs. Unemployment

**SUPPORTING CONCEPTS:**

1. Factors Affecting Employment
2. Effects of Unemployment

**PERFORMANCE OBJECTIVES:**

The student will

1. List at least four factors affecting one's employability.
2. List at least five effects of being unemployed.

**D: EMPLOYMENT VS. UNEMPLOYMENT 1: FACTORS AFFECTING EMPLOYMENT**

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>View</u> a filmstrip on vocational training.</p>	<p>Same.</p> <p><u>Field Trip:</u> <u>Tour</u> some training programs. <u>Look</u> for the following:</p> <ol style="list-style-type: none"> <li>1. Training required</li> <li>2. Attitudes and work habits</li> <li>3. Personal problems</li> <li>4. Personal physical handicaps</li> <li>5. Job displacement</li> <li>6. Seasonal employment</li> </ol> <p><u>View</u> a filmstrip which describes work attitudes and habits. <u>Note to Teacher:</u> Establish the <u>fact</u> that one <u>must</u> have good attitudes and good work habits to be successful.</p>	<p>Filmstrip: No. 6. "On the Job: Four Trainees"</p> <p>Suggested resources: ---other training programs in the school ---vocational schools</p> <p>Filmstrip: No. 2. "Job Attitudes: Trouble At Work"</p>

## TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Make</u> a list of some undesirable attitudes which frequently keep people from being successful on the job. For example:</p> <ol style="list-style-type: none"> <li>(1) Never arrive at work on time.</li> <li>(2) Do as little as possible.</li> <li>(3) Do poor quality work.</li> <li>(4) Criticize the boss and other workers.</li> <li>(5) Don't follow instructions.</li> </ol>	<p><u>View</u> transparencies and <u>discuss</u> which picture describes undesirable attitudes.</p> <p><u>Make</u> a list of some undesirable work habits which frequently keep people from being successful on the job such as the following:</p> <ol style="list-style-type: none"> <li>(1) Being careless</li> <li>(2) Failure to follow instructions</li> <li>(3) Getting back from breaks late</li> <li>(4) Doing only that which is required</li> </ol>	<p><u>Transparency Master:</u> "Bad Attitudes About Work," p. 66 (H)</p> <p><u>Transparency Master:</u> "Bad Work Habits," p. 67 (H)</p> <p><u>Note to Teacher:</u> Pinpoint some personal problems people frequently have which may keep them from being successful on the job.</p> <p><u>Note to Teacher:</u> Read to the class an account of an individual who had many personal problems affecting his success at a job such as the following: A few years ago Joe was with the boys. One Saturday night,</p> <p>Same.</p> <p><u>Role play</u> to the class an account of an individual who had many personal problems affecting his success at a job.</p>

## TEACHING-LEARNING-EVALUATION STRATEGIES

## DISADVANTAGED

## HANDICAPPED

## RESOURCES

(continued)  
 while just goofing off, the boys decided to buy some beer. Joe, rather than be an odd ball, drank some. He liked it, so he drank more. As he drank more, he liked it.

Today he is an alcoholic. Joe tries hard at his work, but encounters many problems. He has difficulty getting to work on time. Joe has problems with his boss. Things don't seem to work out for him.

Therefore, Joe is not a successful worker on his job. Why?

Compile a list of physical handicaps which people may have that may keep them from being a success on a particular job.  
 (1) Poor sight  
 (2) Hearing loss  
 (3) Limb loss  
 (4) Poor coordination

Note to Teacher: Explain to the pupils that because they have a physical handicap this does not keep them from being successful on the right job.

View a filmstrip of an occupation where many machines are used. Discuss a topic such as: "If it

## Magazines/ Newspapers/ Catalogs

View pictures of persons having handicaps. Identify the kind of handicap the person has. Suggest ways these handicaps may be overcome through case studies such as: "The Blind Musician" or "The Story of Helen Keller."

Same.

Same.

Filmstrip:  
 No. 7. "World of Work Series, Set 2,"  
 "Construction Worker"

D: EMPLOYMENT VS. UNEMPLOYMENT 1: FACTORS AFFECTING EMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p>(continued)</p> <p>were not for the machines, many more employees would be required."</p> <p><u>Discuss</u> how the availability of energy, raw materials, and farm products affects employment.</p> <p><u>Make</u> a list of some seasonal jobs. <u>Illustrate</u> that many jobs are good even though they are seasonal.</p> <p><u>Evaluation</u>: Write at least four factors which affect one's employability.</p>	<p><u>Evaluation</u>: <u>Construct</u> a chart which illustrates factors affecting employment.</p>	<p>Current magazines and newspapers</p> <p>Poster paper Magic markers</p>

## TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p><u>Resource Person:</u> Invite a qualified person to discuss some undesirable effects of unemployment. Ask the person to use many examples such as the following:</p> <ol style="list-style-type: none"> <li>1. Money loss</li> <li>2. Inability to support family</li> <li>3. Loss of respect for one's self</li> <li>4. Unhappiness</li> <li>5. Insecurity</li> <li>6. Inability to be self-supporting</li> <li>7. Inability to plan ahead</li> <li>8. Very often mobile</li> </ol>	<p>Same, except <u>listen</u> to a qualified person <u>discuss</u> some undesirable effects of unemployment.</p> <p>Ask the person to use many examples such as the following:</p> <ol style="list-style-type: none"> <li>1. Money loss</li> <li>2. Inability to support family</li> <li>3. Loss of respect for one's self</li> <li>4. Unhappiness</li> <li>5. Insecurity</li> <li>6. Inability to be self-supporting</li> <li>7. Inability to plan ahead</li> <li>8. Very often mobile</li> </ol> <p><u>Solve some mathematical problems dealing with the loss of money coming from unemployment such as:</u> Joe is unemployed because the company with whom he was employed laid off workers to cut operating expenses. His rent and utility bills are due. He has his family to feed and payments to make on the car and furniture. Joe has managed a small savings and is now eligible for unemployment insurance, but this is not enough to continue present payment rates. What do you suggest Joe do?</p>	<p><u>Suggested Resource Persons:</u></p> <ul style="list-style-type: none"> <li>- Personnel from State Employment Service</li> <li>- Personnel from State Economic Security Department</li> <li>- Personnel from State Unemployment Insurance Division</li> </ul> <p><u>Group activity:</u> <u>Solve some mathematical problems dealing with the loss of money coming from being unemployed such as:</u> Joe was earning \$4000 per year when he was laid off his job. He took another job, after two months of being unemployed, paying \$3500 per year. However, he had purchased a home, car and furniture out of a \$4000 per year income. How can Joe meet his financial obligations at his present salary?</p> <p><u>Buzz Session:</u> <u>Determine the approximate amount of money it</u></p> <p>Same.</p>

D: EMPLOYMENT VS. UNEMPLOYMENT 2: EFFECTS OF UNEMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES

DISADVANTAGED	HANDICAPPED	RESOURCES
<p>(continued)</p> <p>takes for a family to live. <u>Portray</u> the undesirable consequences of not having enough money to live comfortably.</p> <p><u>Role play</u> a person who has lost respect for himself because he is unable to keep a good job. <u>Discuss</u> the undesirable effects of such a condition.</p> <p><u>Read about</u> a person who has lost respect for himself because he is unable to keep a job.</p>	<p>Same.</p> <p><u>View</u> a transparency of a very unhappy person who is unemployed.</p> <p><u>Discuss</u> the fact that people are usually happy when they work.</p> <p><u>Write</u> a brief description of what it would be like to be unemployed.</p> <p><u>Discuss</u> the need to be secure.</p>	<p><u>Note to Teacher:</u> Read to the pupils about a person who has lost respect for himself because he is unable to keep a job.</p> <p><u>Book:</u> No. 3. <u>Discovering Myself</u>, ch. 6 <u>Newspaper</u> and <u>magazine</u> articles concerning unemployment and the unemployed</p> <p><u>Transparency Master:</u> "Employment Office," p. 68</p> <p>Same.</p> <p>Same.</p> <p><u>Tell</u> what it would be like to be unemployed.</p> <p>Same.</p> <p><u>Note to Teacher:</u> Point out that most people like to be self-supporting. Many people are unable to be self-supporting because they are unemployed.</p>

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
<p><u>View</u> an illustration of a person desiring to borrow money to buy a car. Which illustrates the undesirable effects of not having a job.</p> <p><u>Discuss</u> the fact that those who are unemployed tend to move more.</p> <p><u>Note to Teacher:</u> Ask pupils for some examples of people who move from place to place due to limited job opportunities.</p> <p><u>Evaluation:</u> <u>List</u> at least five undesirable effects related to unemployment.</p>	<p><u>View</u> an illustration of a person desiring to borrow money to buy a transistor radio which illustrates the undesirable effects of not having a job.</p> <p>Same.</p>	<p><u>Transparency Master:</u> "Loans," p. 69</p>

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RESOURCE LIST

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BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. <u>Be Informed Series</u> a. <u>Unit 14 - Wise Buying</u> b. <u>Unit 16 - Money</u>	Baer, Katie Morris, Fred	New Readers Press Publishing Division of Laubach Literacy, Inc. Box 131 Syracuse, N.Y. 13210	1970 1971	Free loan, Resource Lab, C.D.C. 151 Taylor Ed. Bldg. University of Ky. Lexington, Ky. 40506
2. <u>Better Buymanship: Dollar Sense</u>	Coed/Forecast	Scholastic Magazines, Inc. New York, N. Y.	1969	
3. <u>Discovering Myself</u> , 3rd edition	Neugarten, B. L.	American Guidance Service Publishers Building Circle Pines, Minn. 55014	1967	
4. <u>Life Today</u>	Williams, V. K.	Mafex Associates, Inc. 111 Barron Avenue Johnstown, Pa. 15906	1970	
5. <u>Money Makes Sense</u> , 2nd edition	Kahn, C. H. and J. B. Hanna	Fearon Publishers Lear Siegler, Inc. Education Division Belmont, Calif. 94002	1972	
6. <u>Money Management Booklet Library</u> a. <u>It's Your Credit - Manage It Wisely</u> b. <u>Reaching Your Financial Goals</u>	Money Management Institute	Money Mgt. Institute Household Finance Corp Prudential Plaza Chicago, Ill. 60601	1972 1971	(a) 50¢ (b) 30¢ (from Money Mgt. Institute)

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
7. <u>Occupations and Careers</u>	Feingold, N.S. and S. Swardloff	Webster Division McGraw-Hill Book Co. St. Louis, Missouri	1969	Free loan, Resource Lab, C.D.C.
8. <u>An Opportunities Knocks Series:</u>	Andrews, Margaret E.	1970	151 Taylor Ed. Bldg. Univ. of Kentucky Lexington, Ky. 40506	
a. <u>It's Up to You</u>		Gregg Division McGraw-Hill Book Co. New York, N.Y.		
b. <u>You Pay For It</u>	Andrews, Margaret E.	1970		
9. <u>Planning My Future</u> , 3rd edition	Neugarten, B.L. et al.	1968	American Guidance Service Publishers Building Circle Pines, Minn. 55014	
10. <u>Service Station Operation and Management</u>	Fritz, Noble	1968	McGraw-Hill Book Co.	
11. <u>Succeeding in the World of Work</u>	Kimbrell, Grady, and Vineyard	1970	McKnight & McKnight Publishing Co. Bloomington, Ill.	Free loan, Resource Lab
12. <u>Teenagers at Work</u>	Dogin, Yvette	1968	Frank E. Richards, Pub. Phoenix, N.Y. 13135	
13. <u>Their Work and Serve</u>	Knot, Bill	1967	Steck-Vaughn Co. Austin, Texas	
14. <u>Using Money Series--Book 3, Buying Power</u>	Wool, John D.	1968	Frank E. Richards, Pub. Phoenix, N.Y. 13135	

ITEMS	PUBLISHER ADDRESS	DATE
15. <u>You Can Work in Education Services</u>	Deitrich, W. Warner Deitrich, W. Warner 62 West 45th St. New York, N.Y. 10036	1962
16. <u>You Can Work in Transportation Industry</u>	Deitrich, W. Warner Deitrich, W. Warner (same as above)	1969
17. <u>The World of Work Teacher's Guide</u>	Vander, A. et al. Clemson University Vocational Education Media Center, 29631 Clemson, S.C.	1971

Also free from:  
Clemson University  
151 Academic Hall  
Clemson, S.C. 29634

Price \$5.00

VISUAL AIDS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
<u>FILMS:</u>				
1. "Jobs in Drafting"	Sterling Educ. Films	241 E. 34th St. New York, N. Y. 10016	8 min., color	Free Loan: Resource Lab, C.D.C. 151 Taylor Ed. Bldg. Univ. of Ky. Lexington, Ky. 40506
2. "Jobs in Sheet Metal Trade"	Sterling Educ. Films	(same as above)	10 min., color	
<u>FILM LOOPS:</u>				
1. "Job Opportunities Series"	Encyclopedia Britannica Education Corp.	425 N. Michigan Ave. Chicago, Ill. 60611	Set of 50 individual titles - silent, with teacher's guide	
2. "Job Orientation Series"	Sterling Educ. Films	(See address above)	Set of 16 individual titles with sound	
<u>GAMES:</u>				
1. "The Game of Life"	Central School Supply	4100 Eastmoor Rd. Louisville, Ky. 40218	2-8 players	

VISUAL AIDS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
<u>POSTER CARDS:</u>				
1. "Community Workers and Helpers"	Milton Bradley Co.	Springfield, Mass.	30 cards	Free Loan: Resource Lab, C.D.C. 151 Taylor Fd. Bldg. Univ. of Ky. Lexington, Ky. 40506
2. "Modern Workers," Set 1	Instructo Publications	F. A. Owen Pub. Co. Danville, N. Y. 14437	7 cards 14 illustrations	
<u>STATUETTE KITS:</u>				
1. "Community Workers"	Central School	4100 Eastmoor Rd.	6 wooden statuettes	\$5.40 (from Central School Supply) Or Free Loan from C.D.C., U. of K.
2. "Transportation People"	(same as above)	(same as above)	6 wooden statuettes	(same as above)

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "It's Your Future: A Look at the Future"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	One of a set of four film-strips with records	free loan; Resource Center for SVE Teachers
2. "Job Attitudes: Trouble at Work"	Guidance Associates	Pleasantville, NY 10570	Part 1--8 min Part 2--5 min Part 3--6 min Part 4--5 min	free loan; Resource Center for SVE Teachers
3. "Managing Your Money Series"	McGraw-Hill Text-Film Division	330 West 42nd St. New York, NY 10036		
4. "New Careers in Agriculture"	Vocational Educ. Productions	California Polytechnic St. Univ. San Luis Obispo, Ca. 93401	a. 52 frames b. 50 frames c. 48 frames	\$7.95 ea. or free loan; Resource Center for SVE Teachers
5. "Occupational Education"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	Set of 9 in color with cassettes and teacher's manual	
6. "On the Job: Four Trainees"	Guidance Associates	Pleasantville, NY 10570	Part 1--8 min Part 2--7 min Part 3--8 min Part 4--7 min	
7. "The World of Work Series," Set 2	McGraw-Hill, Text-Film Division	330 West 42nd St. New York, NY 10036	Set of 6, color, with records	

TITLE	AUTHOR-SOURCE	ADDRESS	NAME	COST
8. "The World of Work, Vocational Opportunities"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	Set of 14 in color with records and teacher's guide	free loan; Resource Center for SVE Teachers
9. "Why Work At All?"	Guidance Associates	Pleasantville, NY 10570	10 min.	

TRANSPARENCIES:

"Economics in Business"

\$35.00

Apex Visual Products Division  
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St. Paul, Minn. 55101

3M Company

20 visuals

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32 A

STUDENT MATERIALS

## SUGGESTED JOB DESCRIPTIONS

Worker A

My name is Joe. My job is very interesting. It is what I like to do. I work at (Name of Business). Most of my time is spent repairing cars. What kind of worker am I? Auto Mechanic

Worker B

I'm Mary. I work at (Name of Business). The customers there like me because I greet them, show them to their tables, and give them a menu. I do not take their orders or serve their food. Who am I? Restaurant Hostess

Worker C

I work at (Name of Business). You know me as Doctor Jones. When something goes wrong with your teeth, you should come to see me. I am a Dentist.

Worker D

Jane is my name. (Name of Business) is where I work. To prepare for my job I took several vocational courses, including typing and shorthand. I spend a lot of time working with papers. Can you guess my occupation?

Secretary

Worker E

They call me Jim. I work at a place on (Name of Road). You see, I work outside. I frequently do different jobs each day. I sometimes work with crops. Other times I work with farm animals on the place I own. Who am I? Farmer

Worker F

My name is Pam. My job is most interesting and satisfying to me. You might enjoy doing what I do. You see, I am employed at (Name of Business). My main duty is to operate a cash register in the store. I ring up the customers' orders once they have selected their items. Who am I? Cashier

Note to Teacher: The job descriptions above are very elementary and may be more suitable for use by the handicapped than the disadvantaged. They may be made more difficult by adding: type of dress worn by worker, job hazards, advantages of following this line of work, equipment used, jargon of the trade, working hours, description of building where employed without giving name of business, type of work to which job is related, effect of weather (energy and other conditions) upon employment, etc. Other jobs may be selected and student encouraged to make up their own descriptions.

## DEFINITIONS

Work -- the labor, task, or duty by which one can make a living

Worker-- one who performs a labor, task, or duty (especially one who works at manual or industrial labor or with a particular piece of material)

Goods-- items made or produced which one can see or handle (which are tangible) and which satisfy economic needs and wants

Services-- what one does for another that makes his life better (contributes to his welfare)

Need-- an item necessary to existence

Want-- something nice to have but not needed in order to live

SUGGESTED PARENT JOB SURVEY

Father's Name \_\_\_\_\_

Employer \_\_\_\_\_

Kind of Work \_\_\_\_\_

Mother's Name \_\_\_\_\_

Employer \_\_\_\_\_

Kind of Work \_\_\_\_\_

Who earns the most money, father or mother? \_\_\_\_\_

SUGGESTED BUSINESS AND INDUSTRIAL SURVEY

Name of Business \_\_\_\_\_

Kind of Business \_\_\_\_\_

Number of Employees \_\_\_\_\_

Number of Men Employees \_\_\_\_\_

Number of Women Employees \_\_\_\_\_

THE WORKERS IN FAMILIAR BUSINESSES

The Store

- a) Manager
- b) Buyer
- c) Stock Person
- d) Salesman
- e) Cashier
- f) Wrapper
- g) Bookkeeper
- h) Assistant Manager
- i) Custodian
- j) Secretary

The Hospital

- a) Doctor
- b) Nurse
- c) Receptionist
- d) Bookkeeper
- e) Laboratory Technician
- f) Nurse's Aide
- g) Food Service Worker
- h) Custodian
- i) Secretary

The Factory

- a) Manager
- b) Assembly Line Worker
- c) Packager
- d) Bookkeeper
- e) Shipping Clerk
- f) Receiver
- g) Foreman
- h) Custodian
- i) Secretary

The School

- a) Principal
- b) Counselor
- c) Teacher
- d) Librarian
- e) Secretary
- f) Custodian
- g) Cafeteria Worker
- h) Aide
- i) Maintenance Person

## SUGGESTED EXERCISE SHEET

### (Benefits and Rewards of Work)

#### Complete

1. Write a definition of work. \_\_\_\_\_  
\_\_\_\_\_
2. Who must work? \_\_\_\_\_  
\_\_\_\_\_
3. Most people work to earn \_\_\_\_\_
4. What happens if people do not work? \_\_\_\_\_  
\_\_\_\_\_
5. List two (2) benefits of work.  
A. \_\_\_\_\_  
B. \_\_\_\_\_
6. List three (3) rewards of work.  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

## THE IMPORTANCE OF THE PRODUCTION OF GOODS

(May Be Taped For Handicapped Student)

Our country would not function if goods were not being produced. Goods are essential for our lives. We cannot live without them.

Goods come to us in the form of food, clothing, and shelter. Someone made the clothes we are wearing. Someone grew or produced the food we eat. Someone made the materials which went in the house we live in.

Thus, we find goods everywhere. They are produced by many different people. They all mesh together to make available to us the modern conveniences we enjoy--television, automobiles, ice cream, shoes, etc.

## EXERCISE SHEET

## (Goods and Services)

Please place either a "G" or "S" before each of these. If the worker produces goods, place a "G" before it. If the worker provides services, place an "S" before it.

<u>1.</u> Auto Mechanic	<u>11.</u> Secretary
<u>2.</u> Dentist	<u>12.</u> Carpenter
<u>3.</u> Housewife	<u>13.</u> Printer
<u>4.</u> Waitress	<u>14.</u> Custodian
<u>5.</u> Teacher	<u>15.</u> Farmer
<u>6.</u> Welder	<u>16.</u> Plumber
<u>7.</u> Painter	<u>17.</u> Store Clerk
<u>8.</u> Nurse	<u>18.</u> Glass Blower
<u>9.</u> Fireman	<u>19.</u> Telephone Repairman
<u>10.</u> Policeman	<u>20.</u> Machinist

EXERCISE SHEET

(Needs vs. Wants)

Write either true or false in the blank:

true 1. A coat is a need.

false 2. A want is required in order to live.

true 3. All people have needs.

true 4. People produce goods and/or services to satisfy needs and wants.

Fill in the blanks:

1. Our basic needs are food, clothing, and shelter.

2. Three examples of wants are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

3. One must choose between his needs and his wants according to the (money, dollars) he has.

## PRODUCT MOVEMENT - WHO HELPED GET THE PRODUCT TO YOU?

A Piece of Clothing

- a) Farmer
- b) Trucker
- c) Assembly Line Worker
- d) Buyer
- e) Seller (Salesman)
- f) Cashier
- g) Dye Manufacturer
- h) Button Manufacturer  
(and other)

A Lead Pencil

- a) Forester
- b) Miner
- c) Manufacturer
- d) Trucker
- e) Salesman
- f) Stocker
- g) Cashier
- h) Painter
- i) Printer  
(and other)

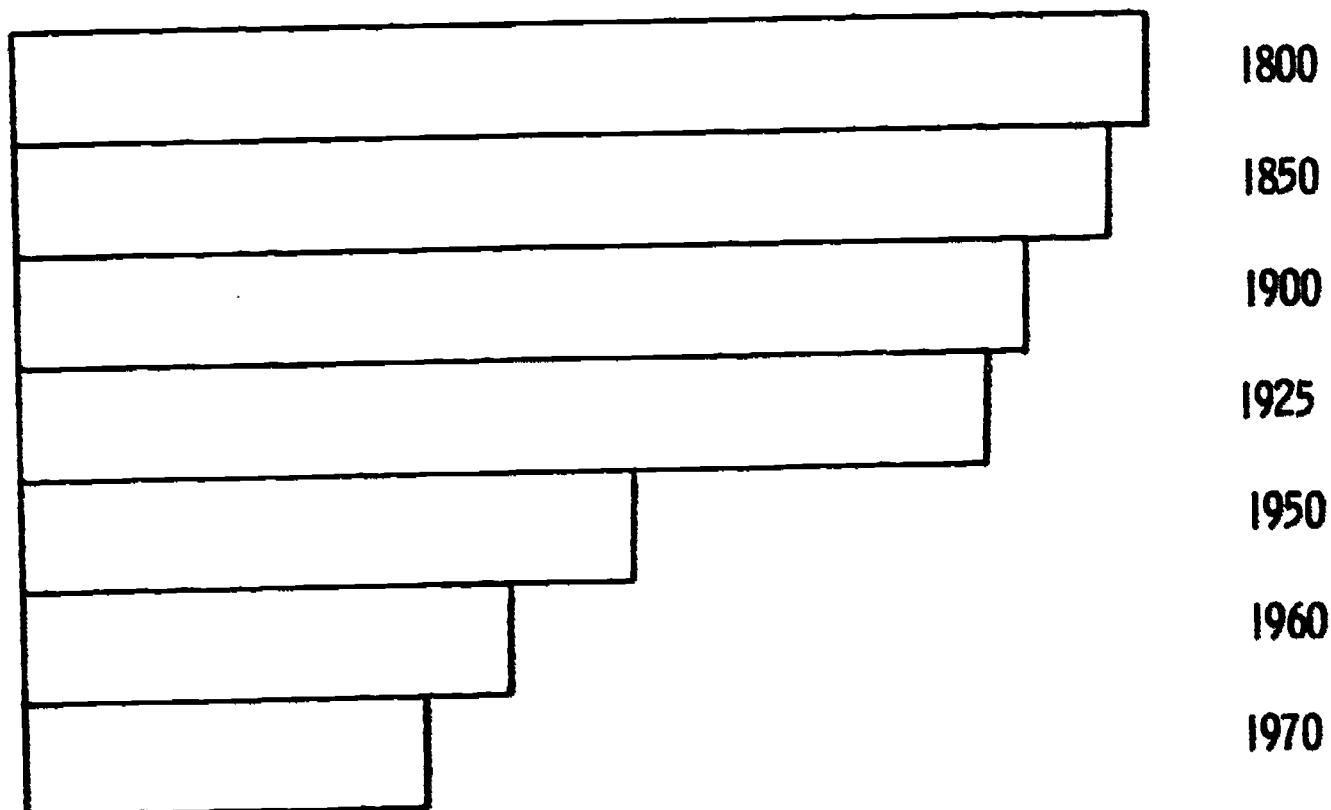
A Car

- a) Miner
- b) Foundry Worker
- c) Draftsman (Designer)
- d) Assembly Line Worker
- e) Petroleum Worker
- f) Painter
- g) Paint Producer
- h) Farmer
- i) Upholstery Manufacturer
- j) Trucker
- k) Salesman  
(and other)

A Loaf of Bread

- a) Farmer
- b) Grain Elevator Worker
- c) Baker
- d) Packager
- e) Trucker
- f) Salesman
- g) Cashier  
(and other)

**THE PROGRESSION OF HOURS WORKERS  
HAVE WORKED PER WEEK**



## SKILL NEEDED FOR TODAY'S JOBS

A few decades ago very little knowledge was required to be a successful worker. Most work was done by hand or horsepower and required a great deal of strength but a limited amount of knowledge. Most people worked in agricultural occupations.

The day of sheer strength to do work is over. Most work is done mechanically and with machines. Skill is required to operate them.

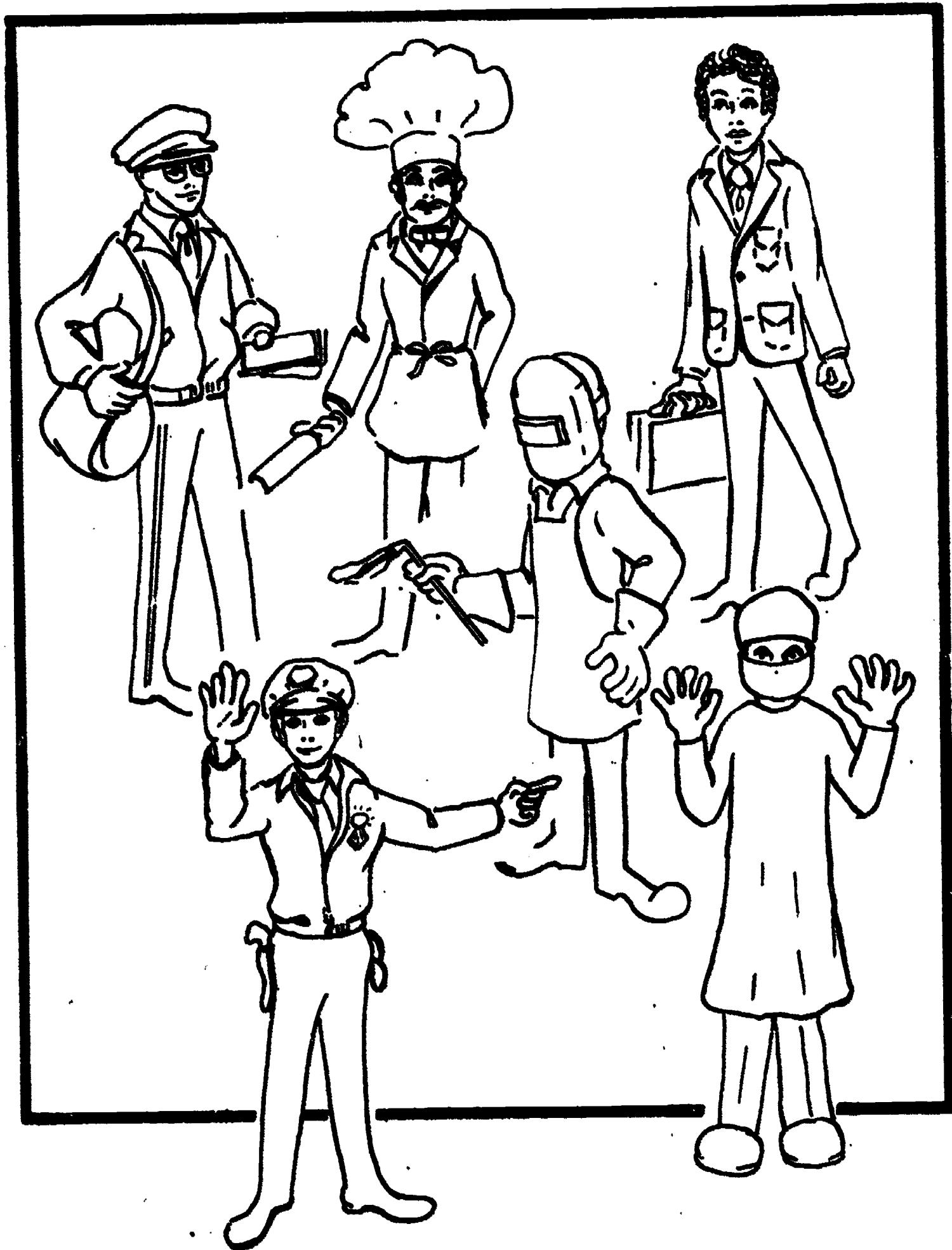
Without training, a worker cannot operate a printing press; without skill a worker cannot type a neat letter; without a knowledge of metals one cannot be a successful welder.

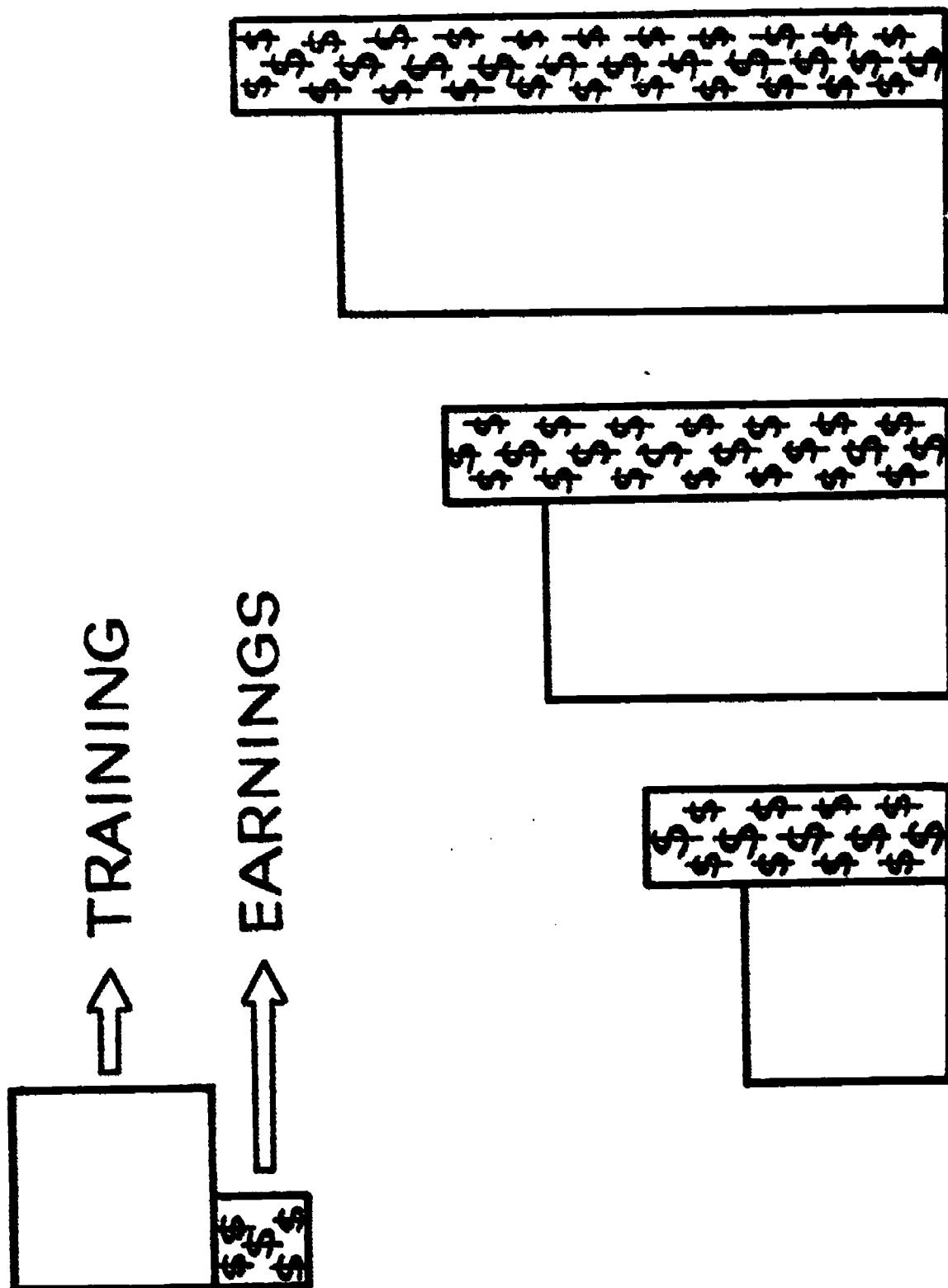
Present day workers choose a career. They then proceed, usually through schooling, to learn the skills required to do the job well.

46 A

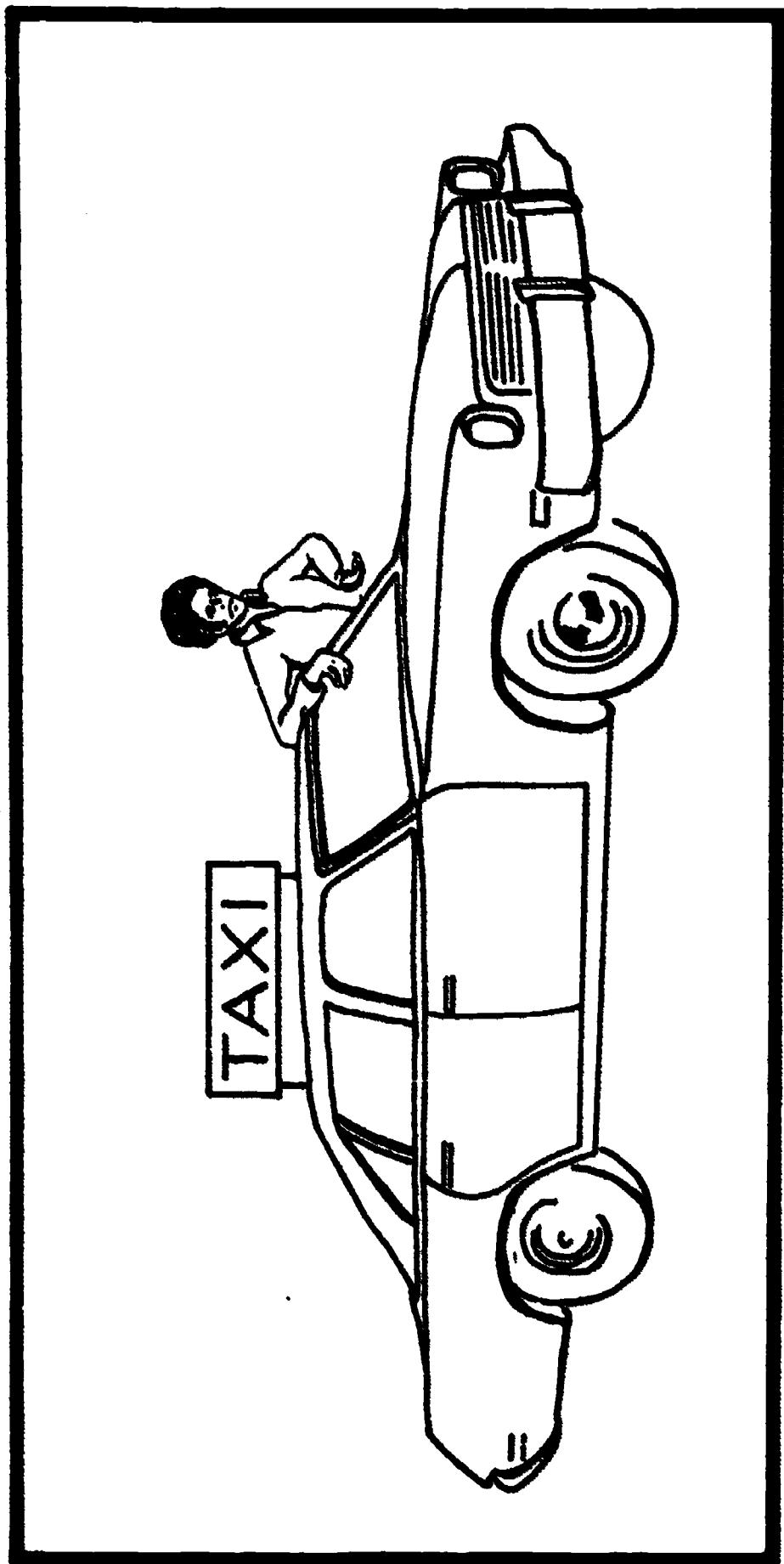
TRANSPARENCY MASTERS

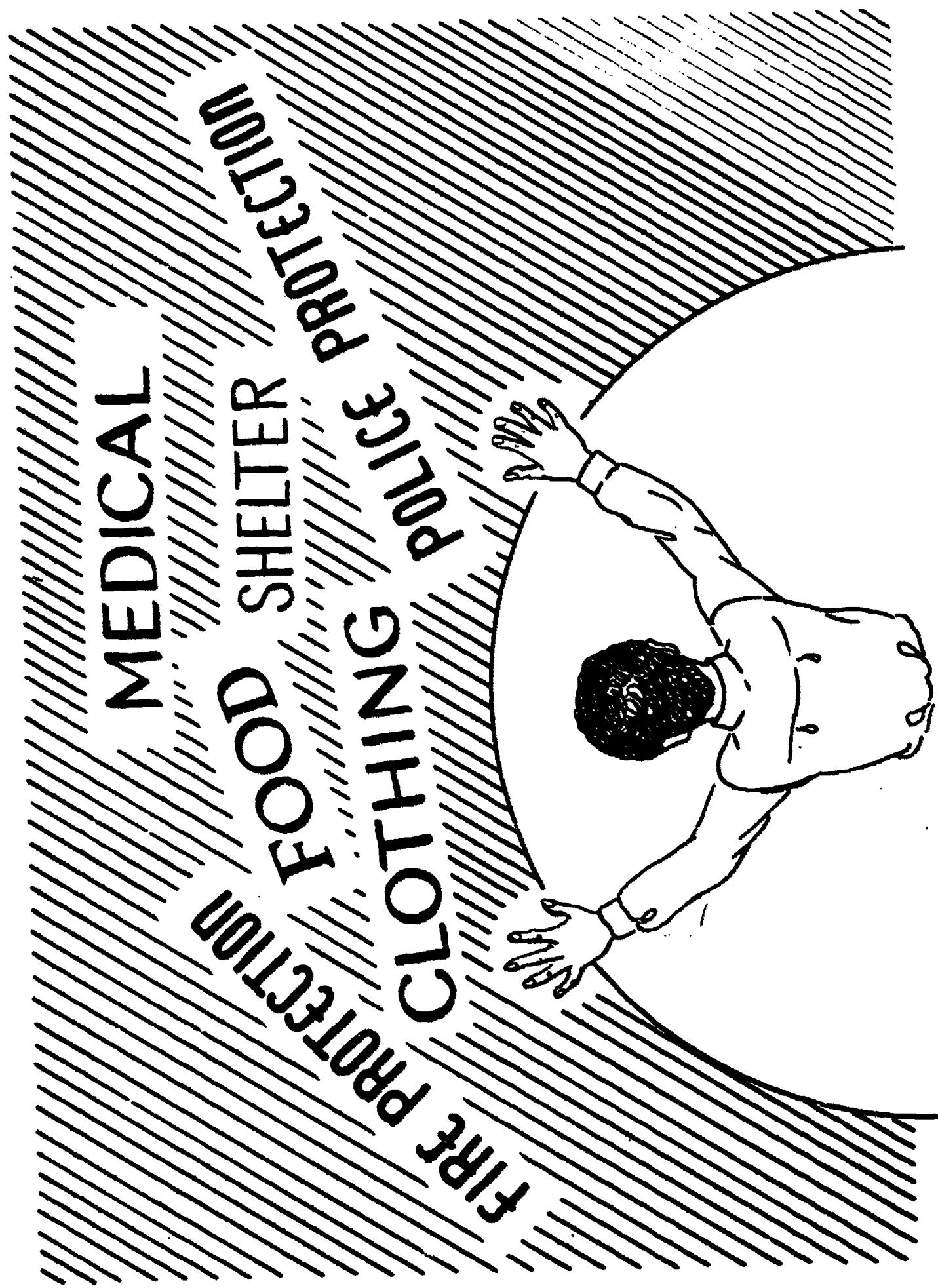
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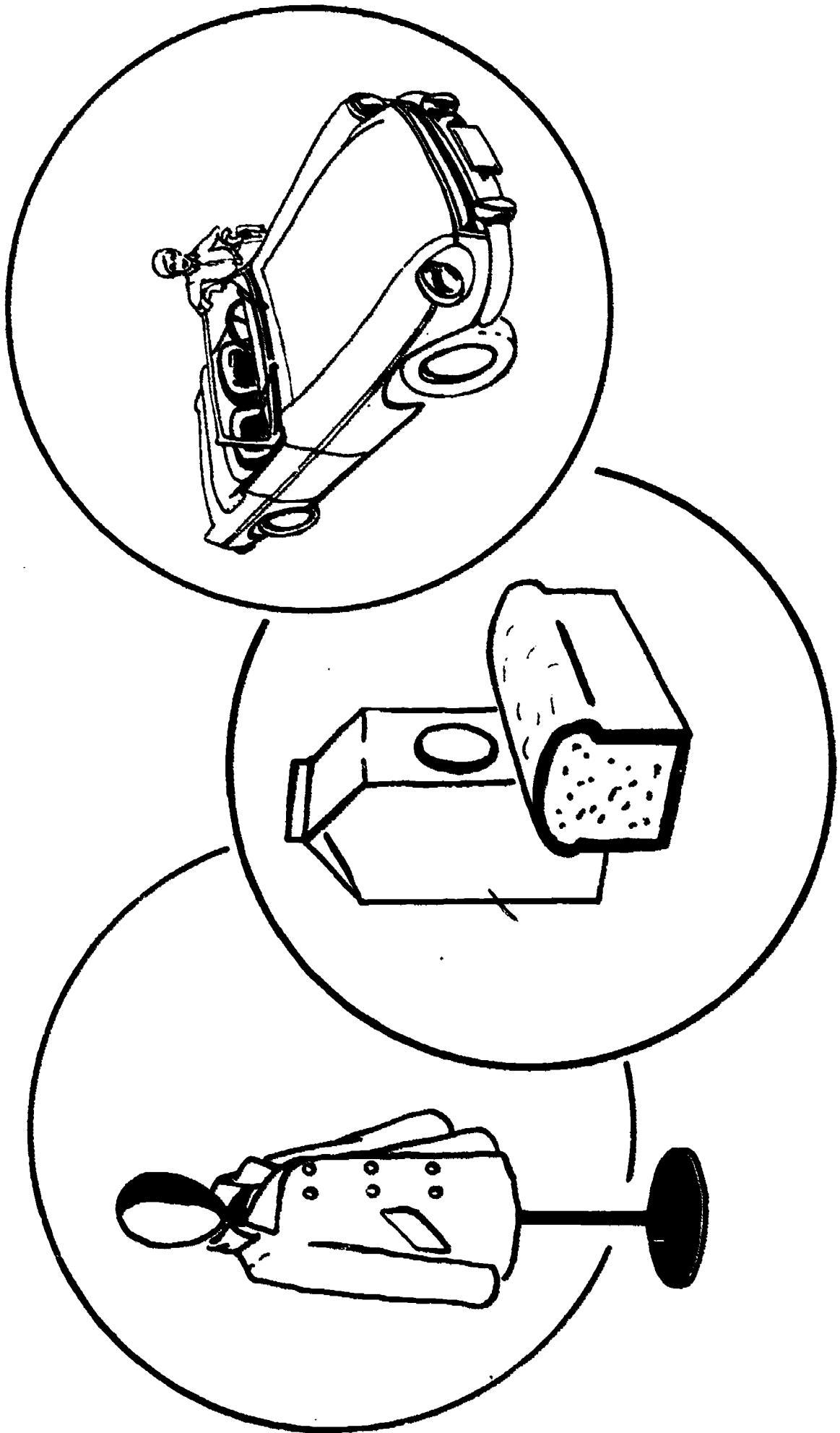




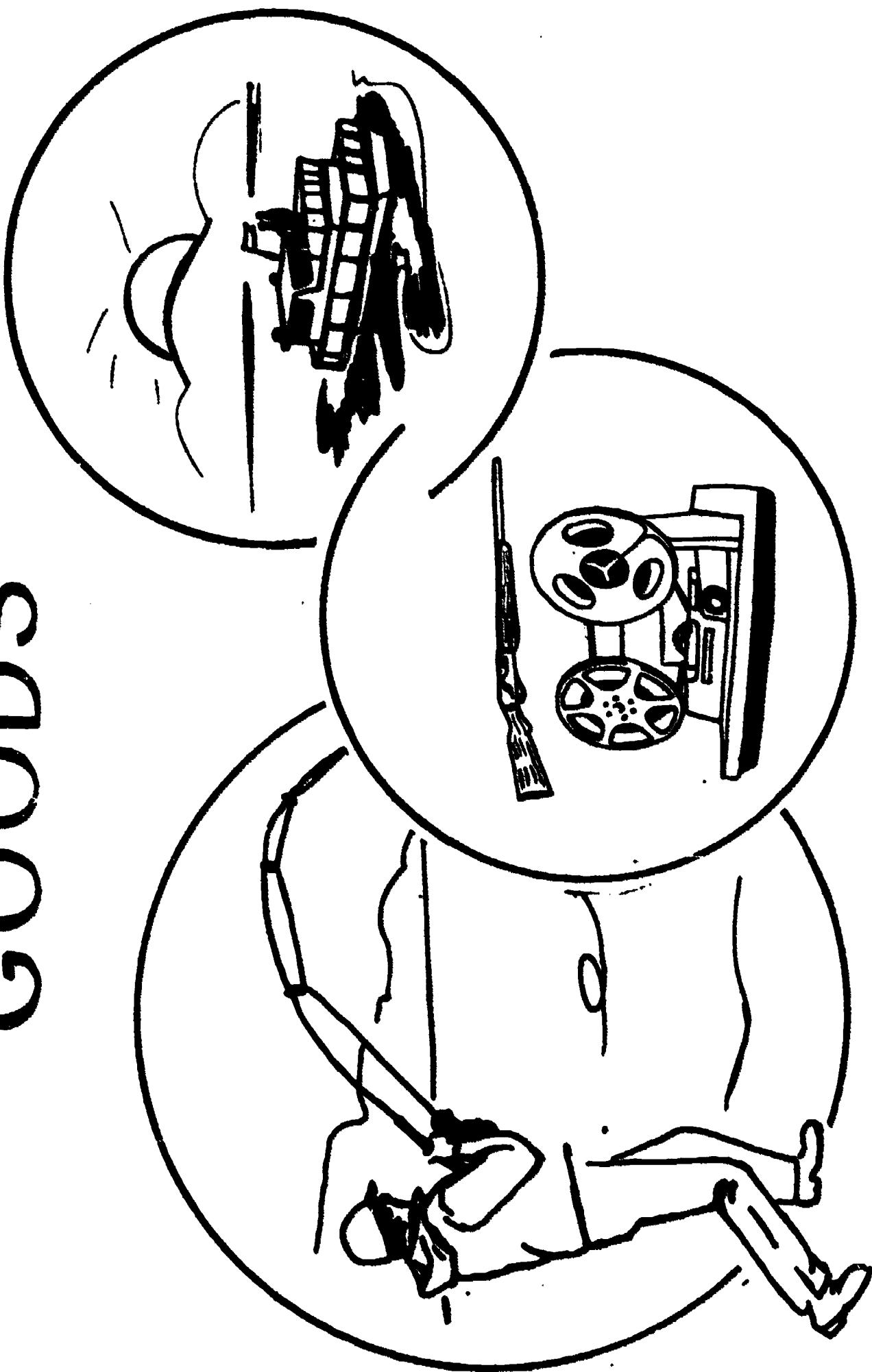




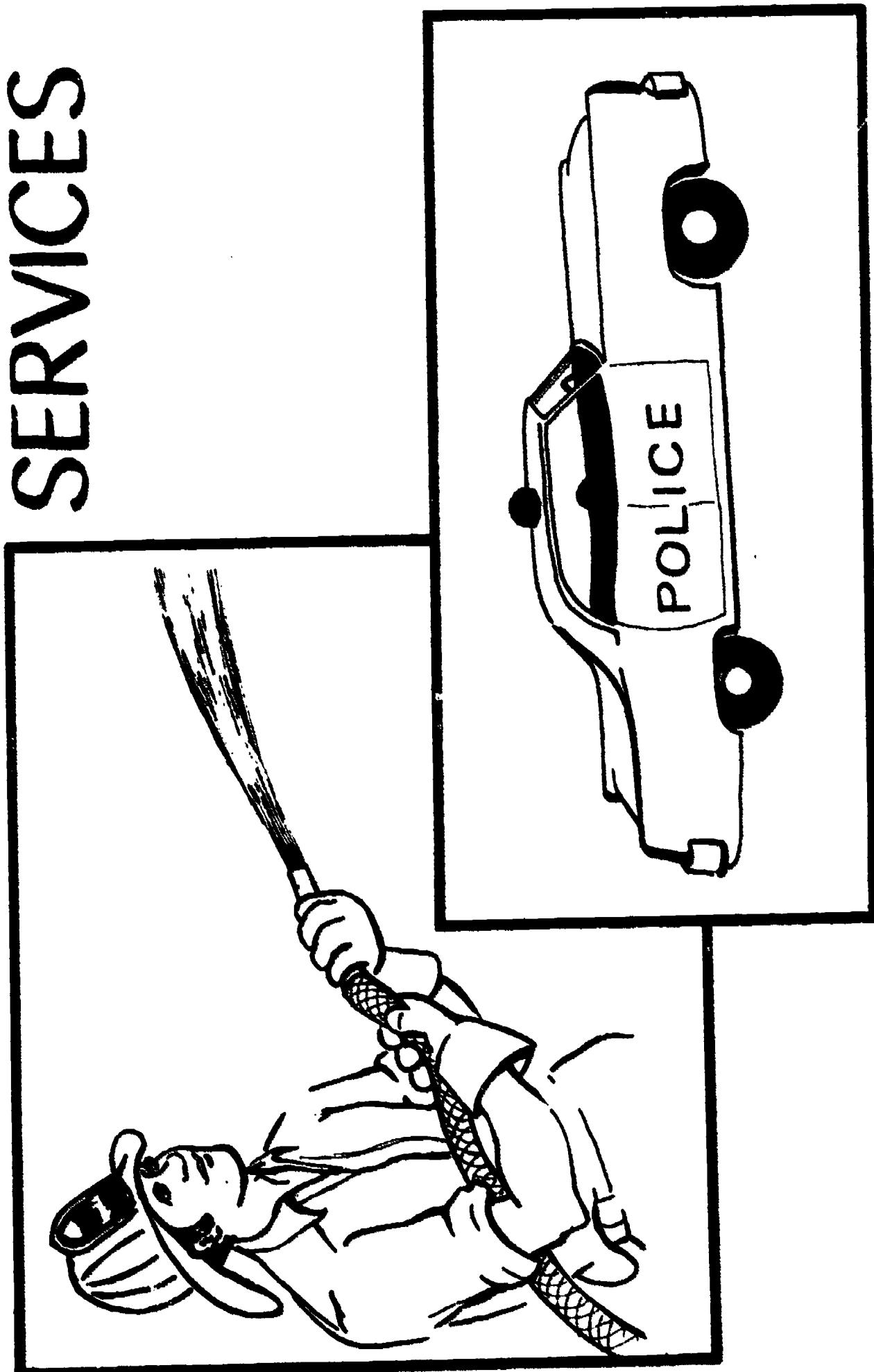
# GOODS



# GOODS

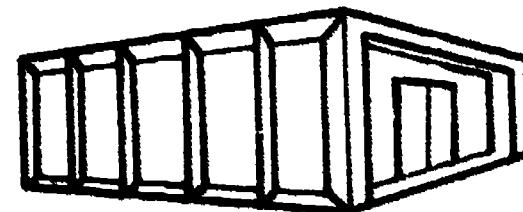
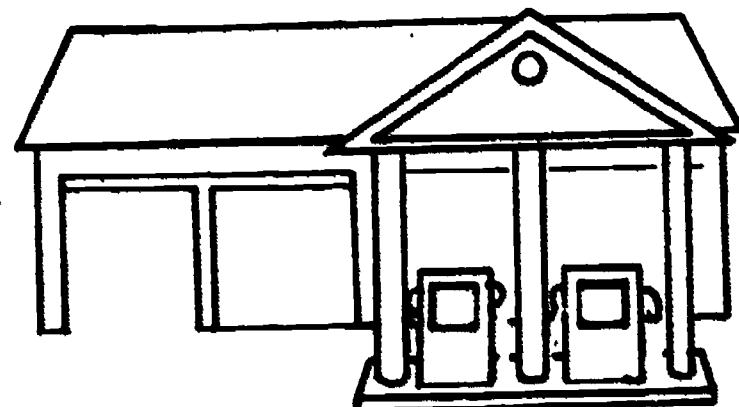
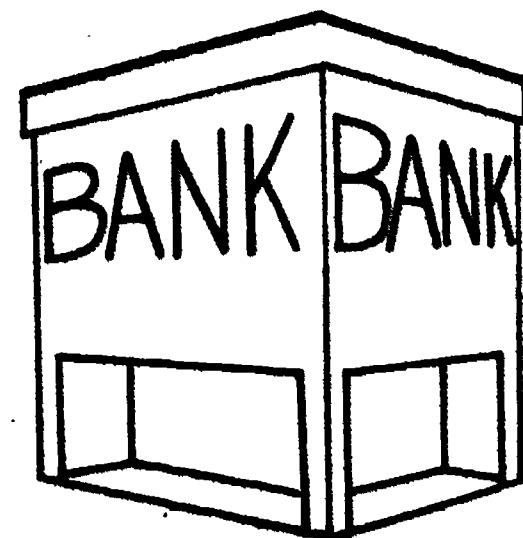


# SERVICES

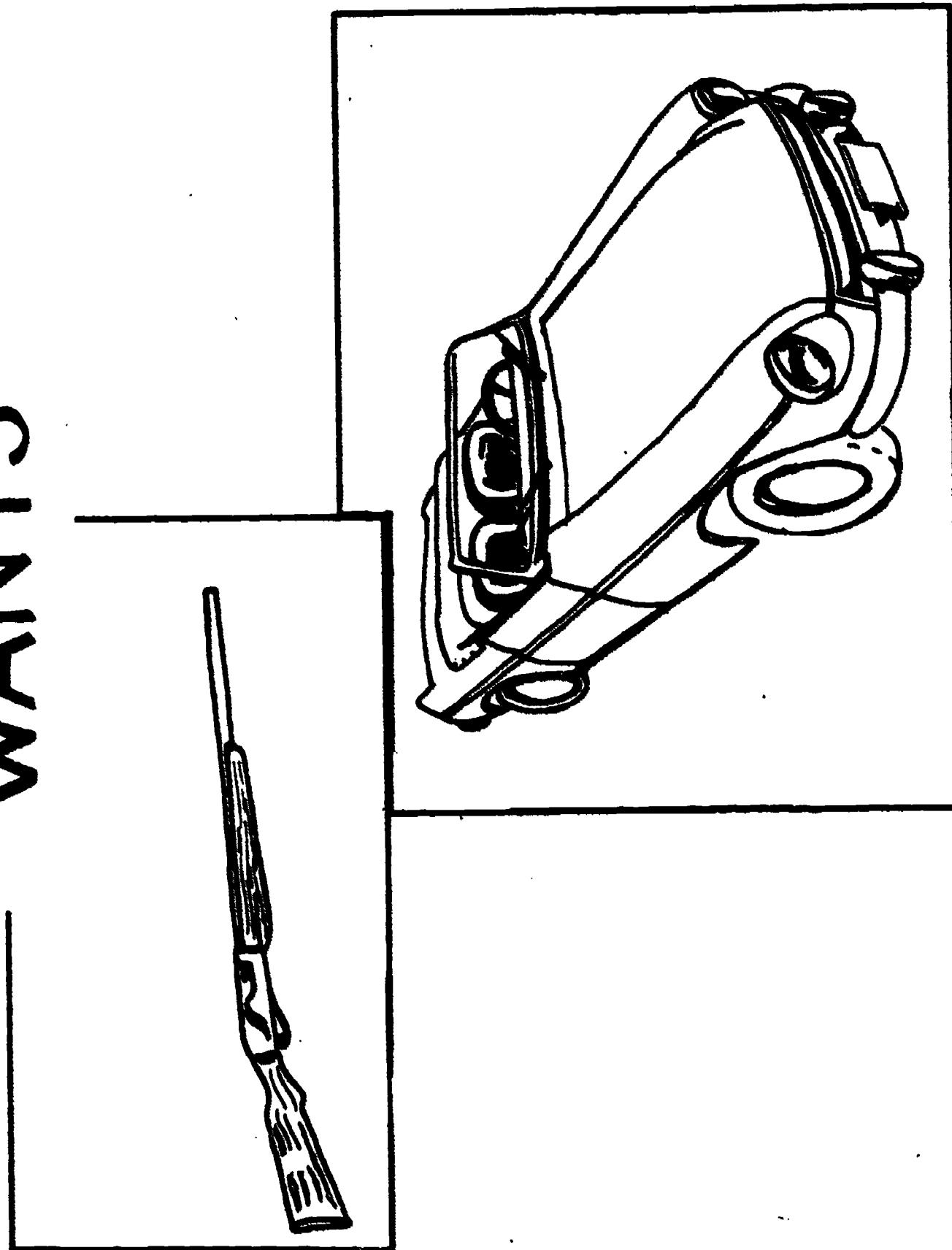


# SERVICES

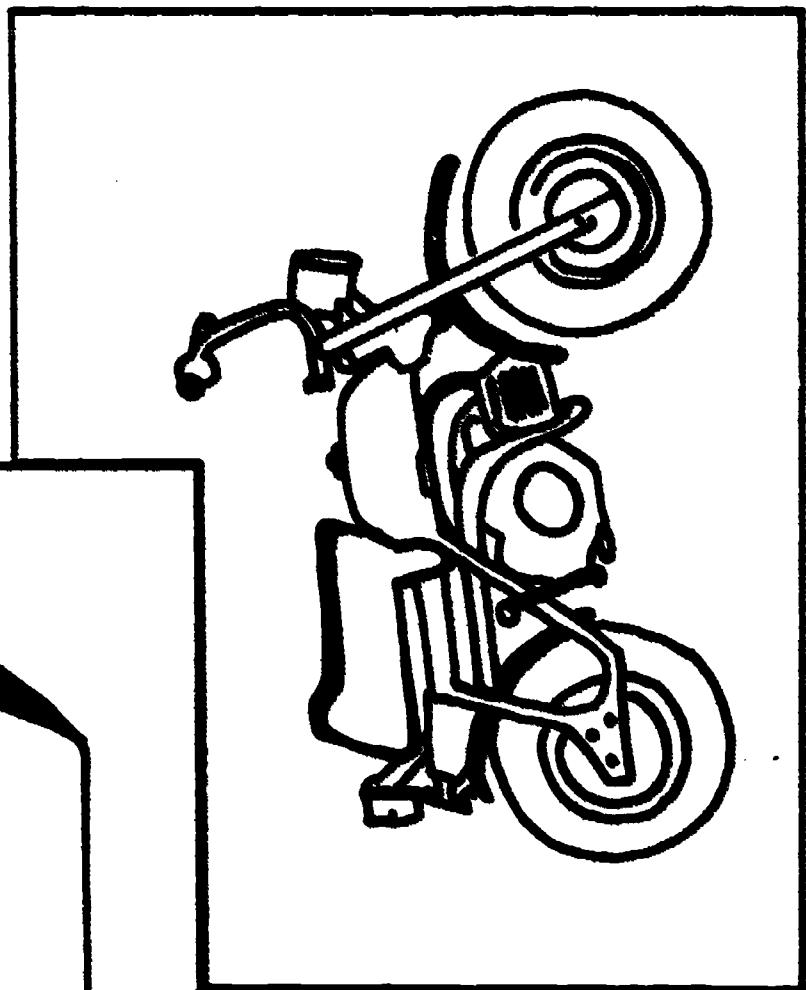
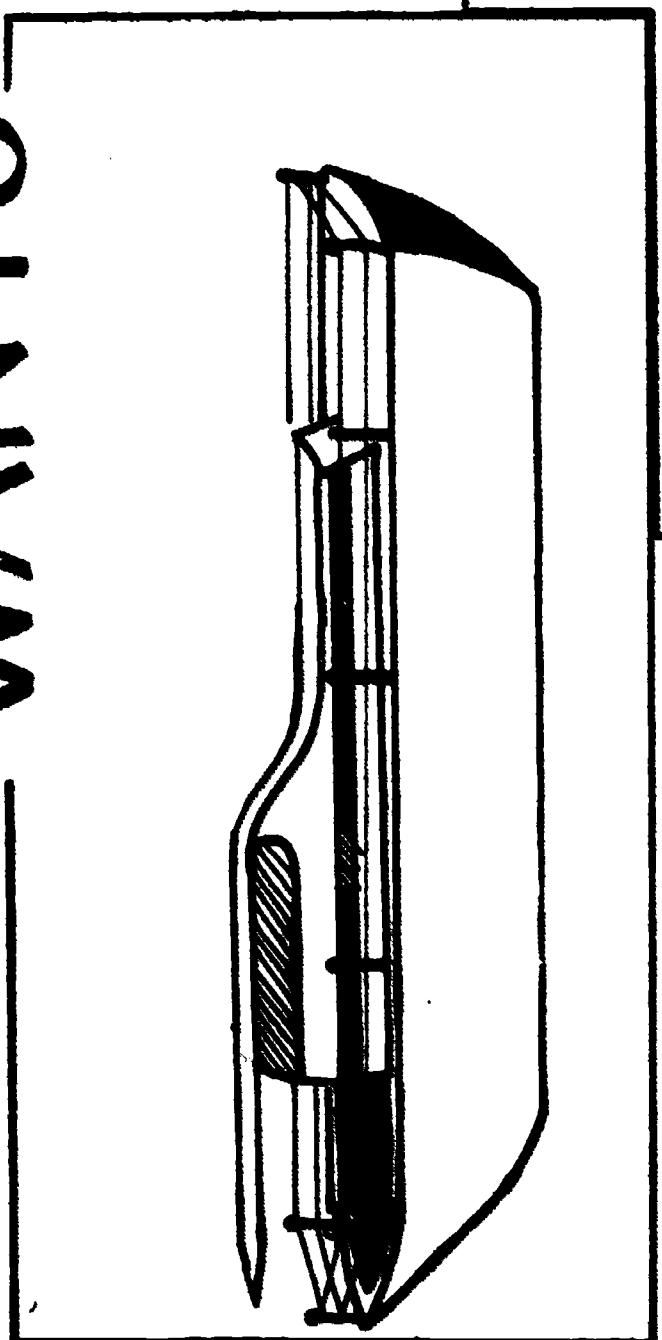




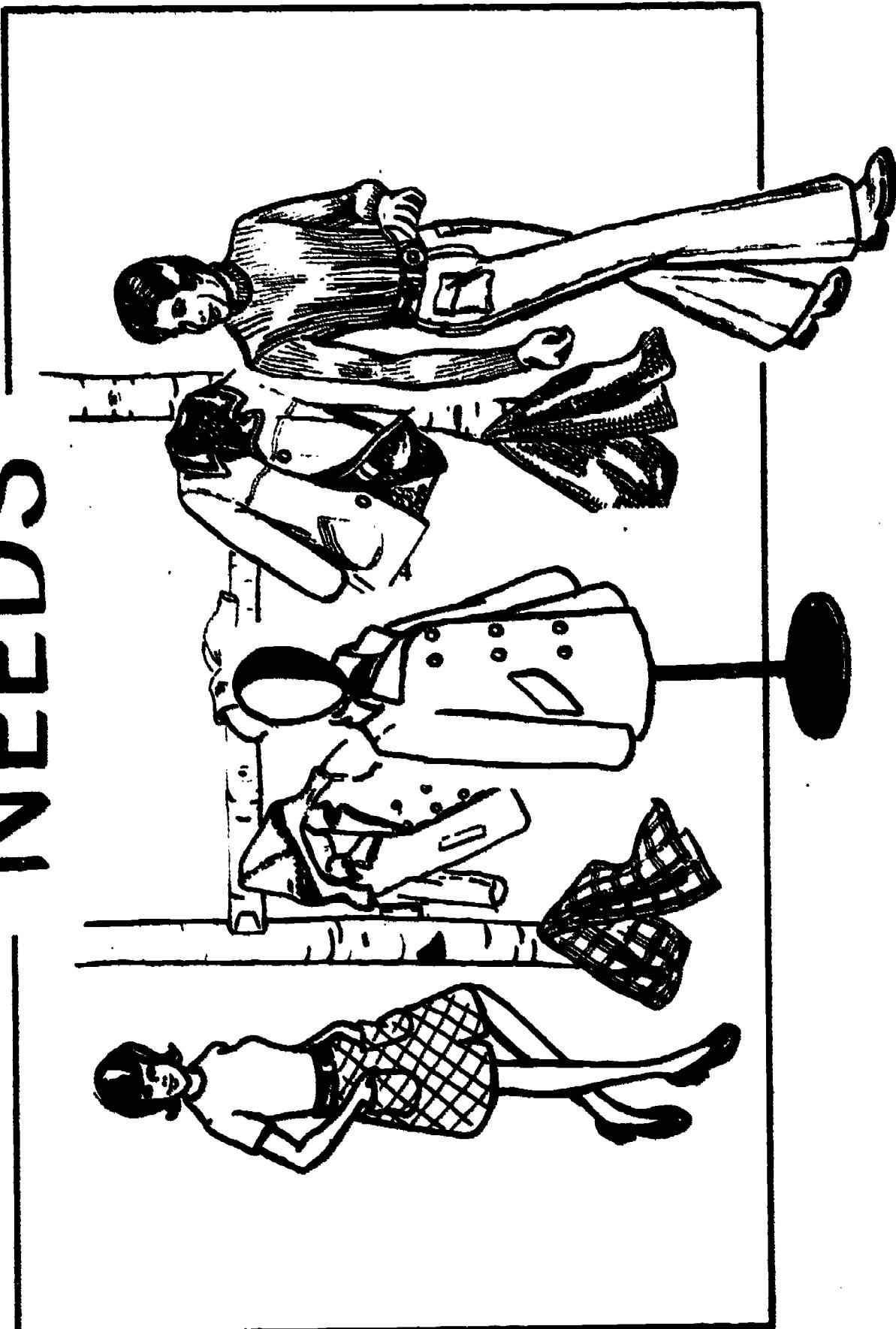
WANTS



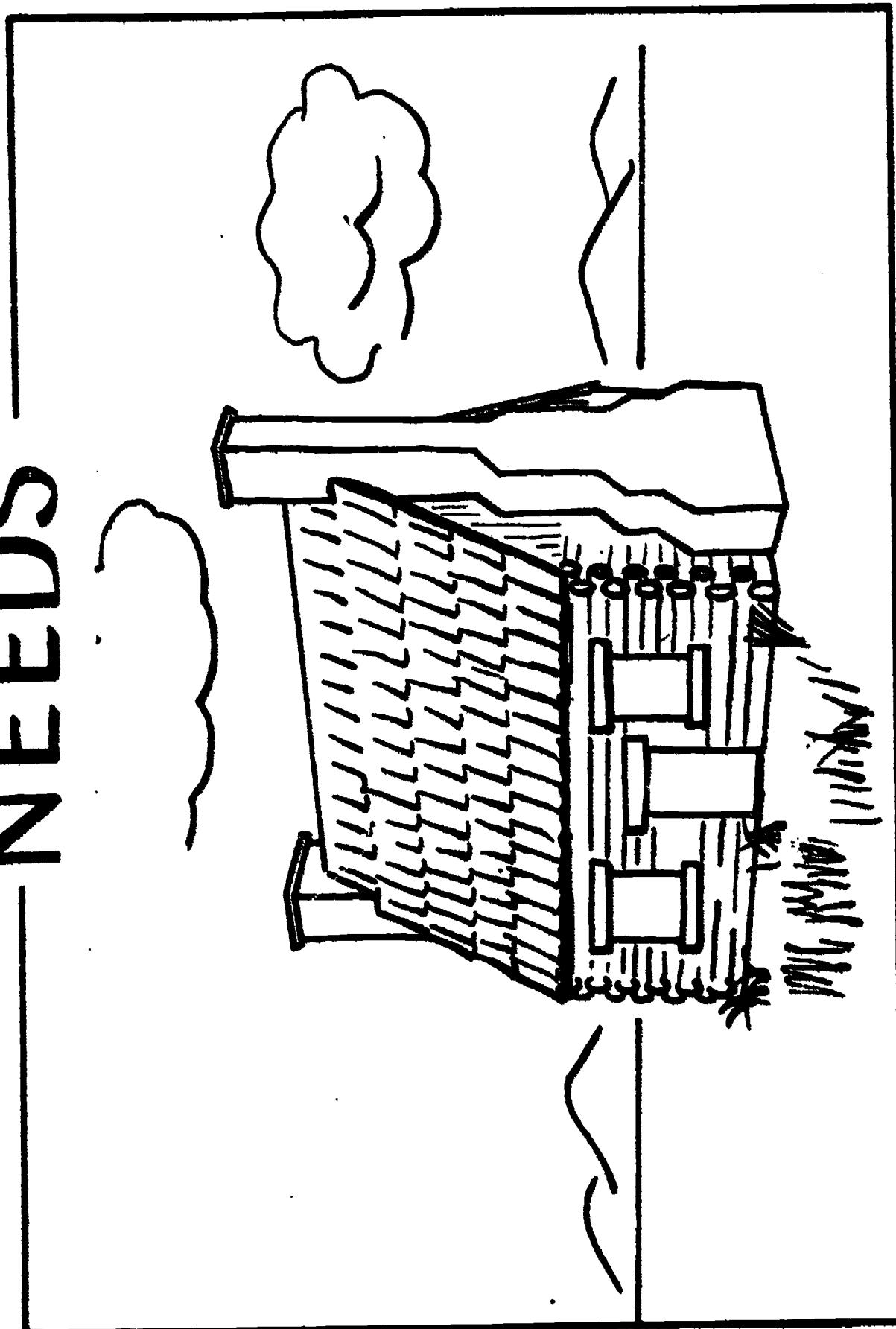
WANTS



# NEEDS



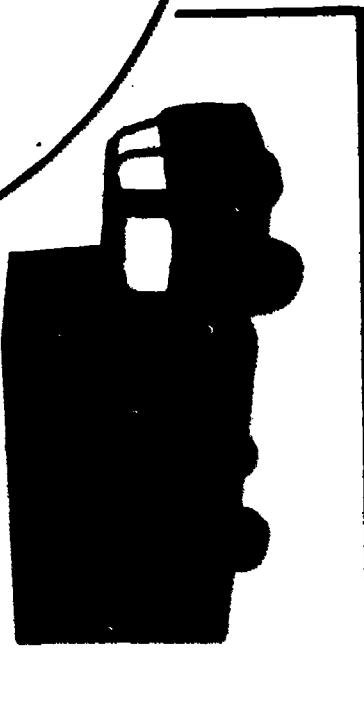
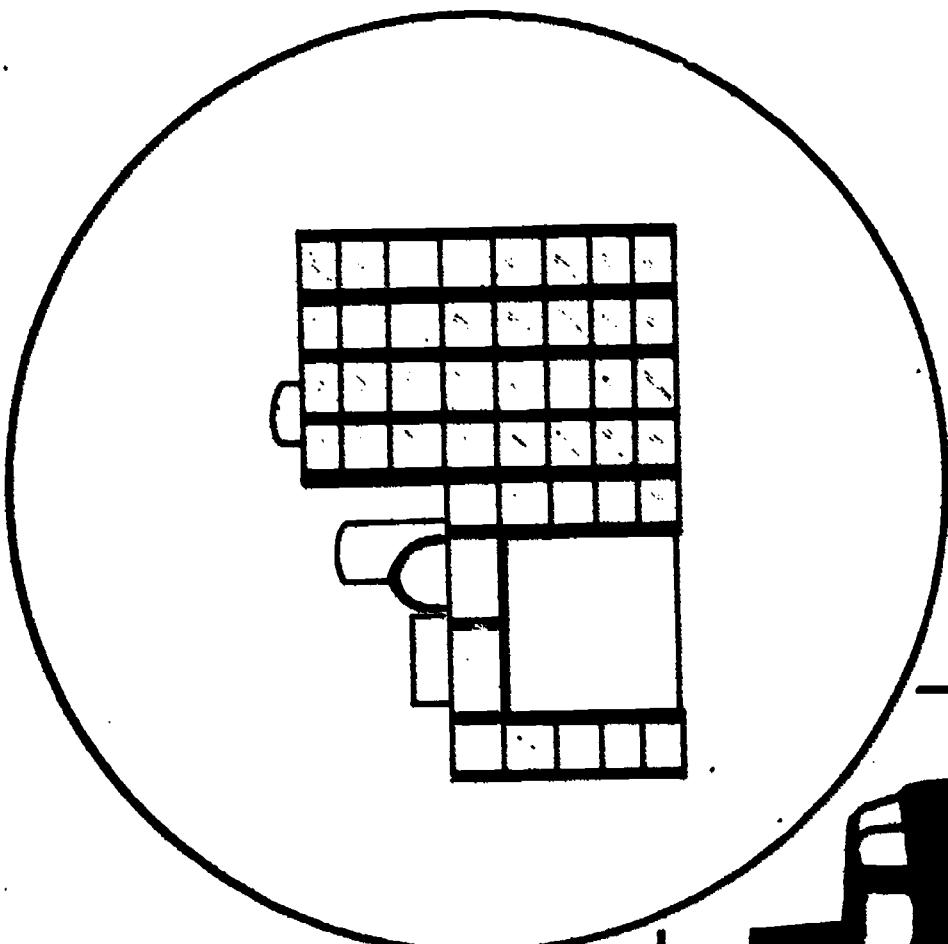
NEEDS



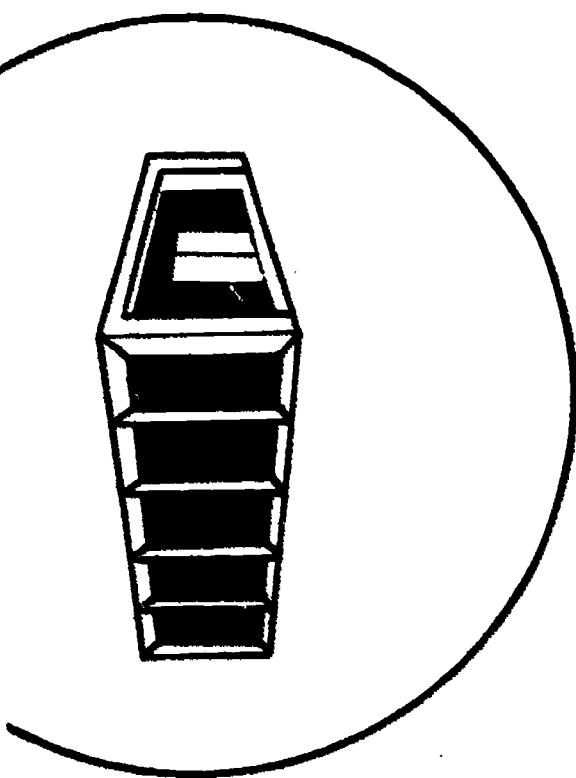
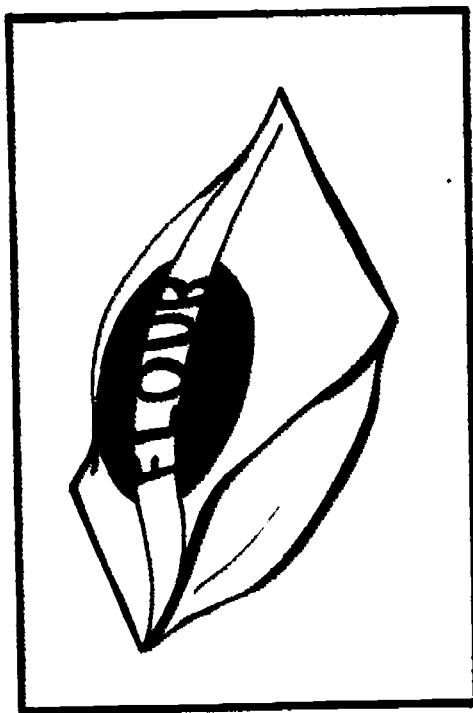
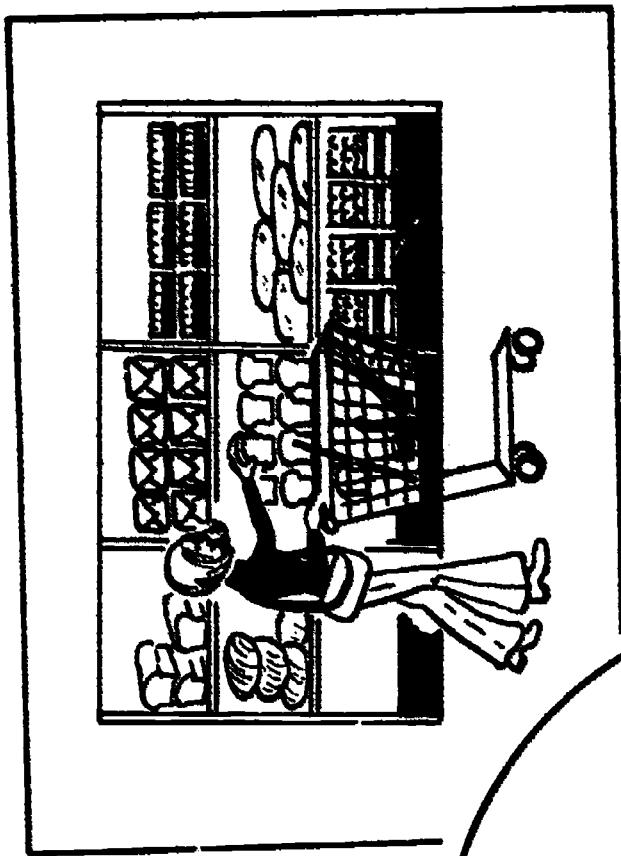
# NEEDS



WHEAT → MILL



FLOUR → BAKERY → STORE → CONSUMER  
(FROM MILL)

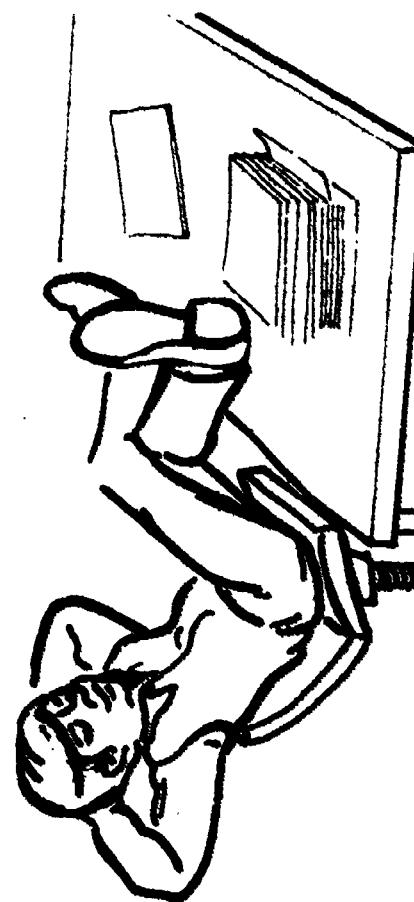
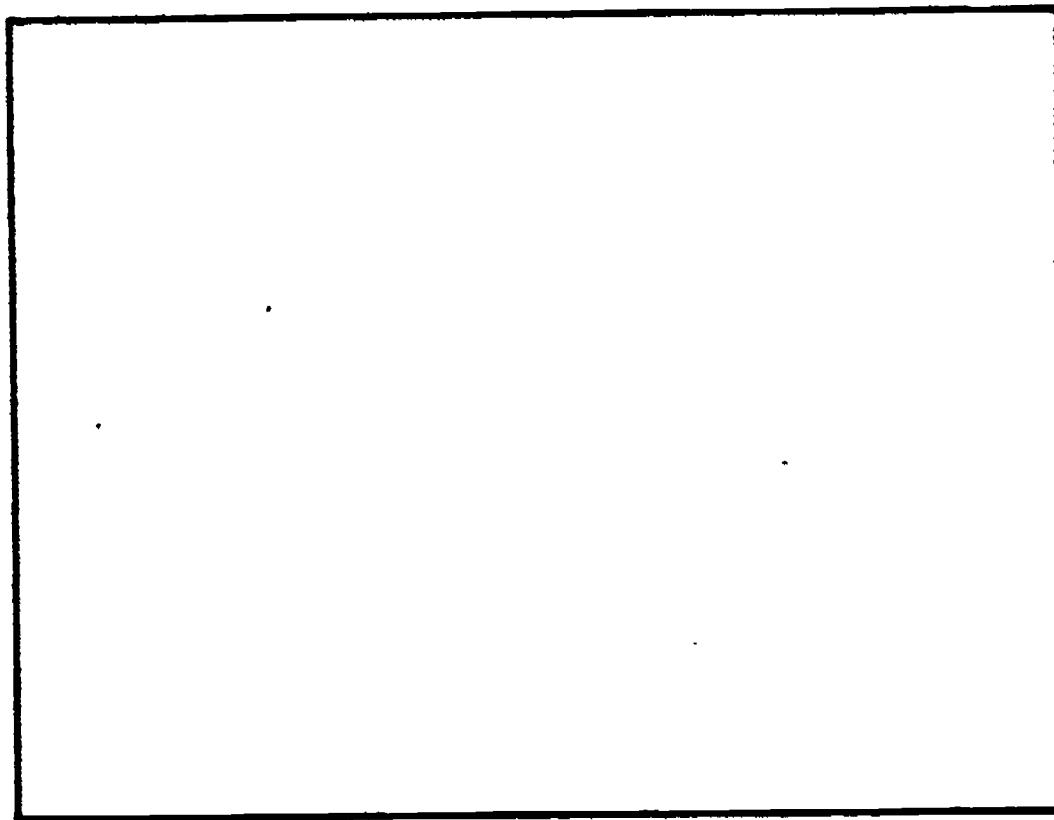




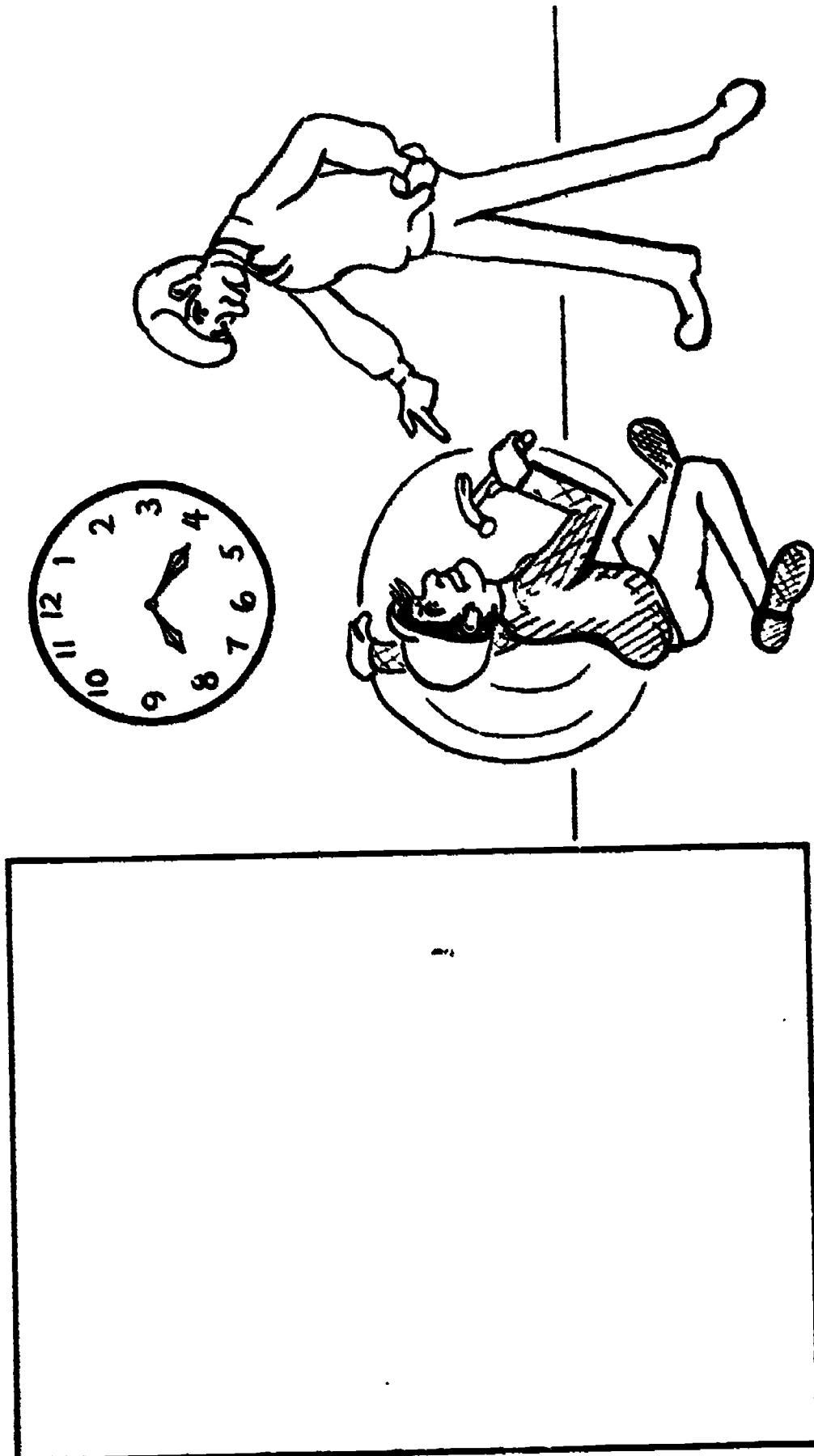
# EARNING POWER

EARNINGS	WILL PURCHASE
\$ 4,000.00	\$ 6,000.00

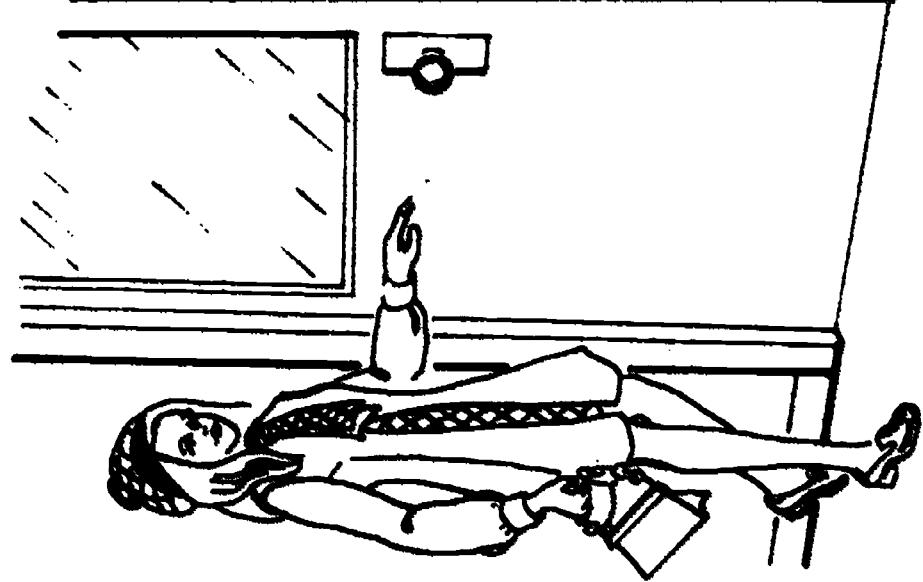
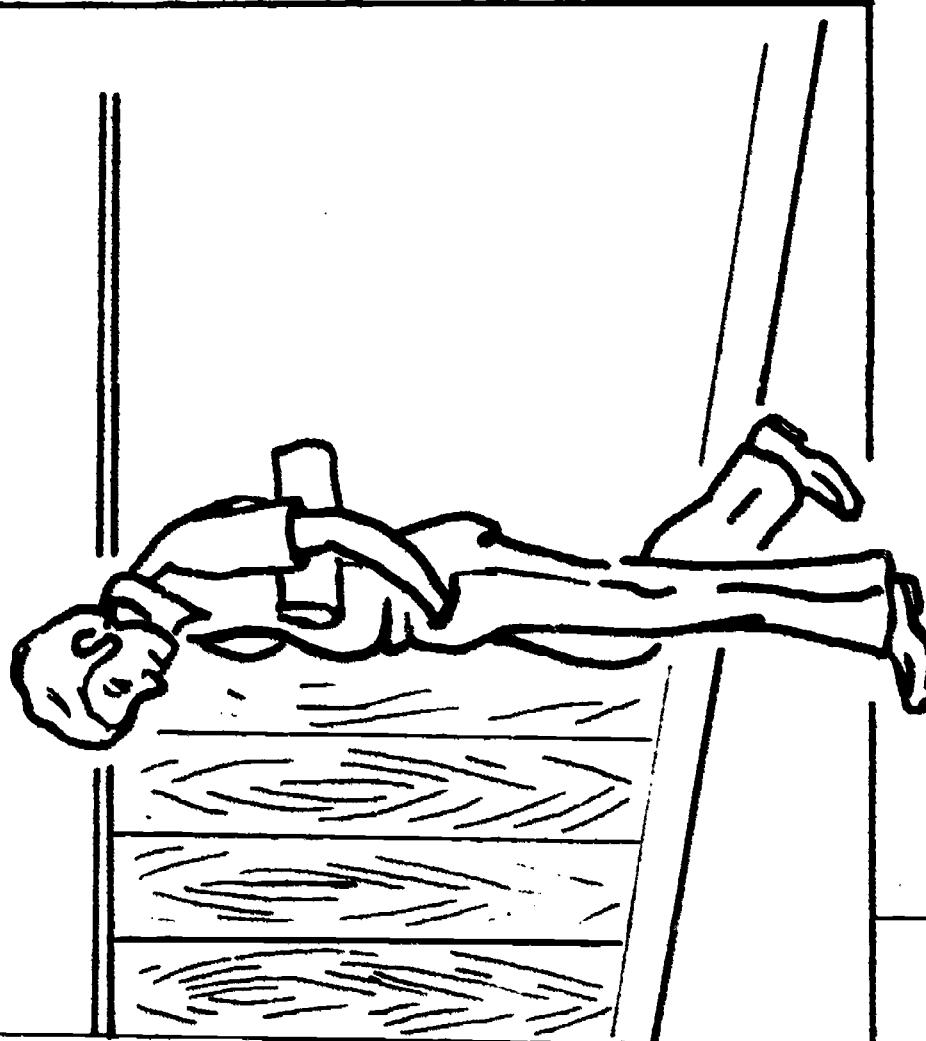
# BAD ATTITUDES ABOUT WORK

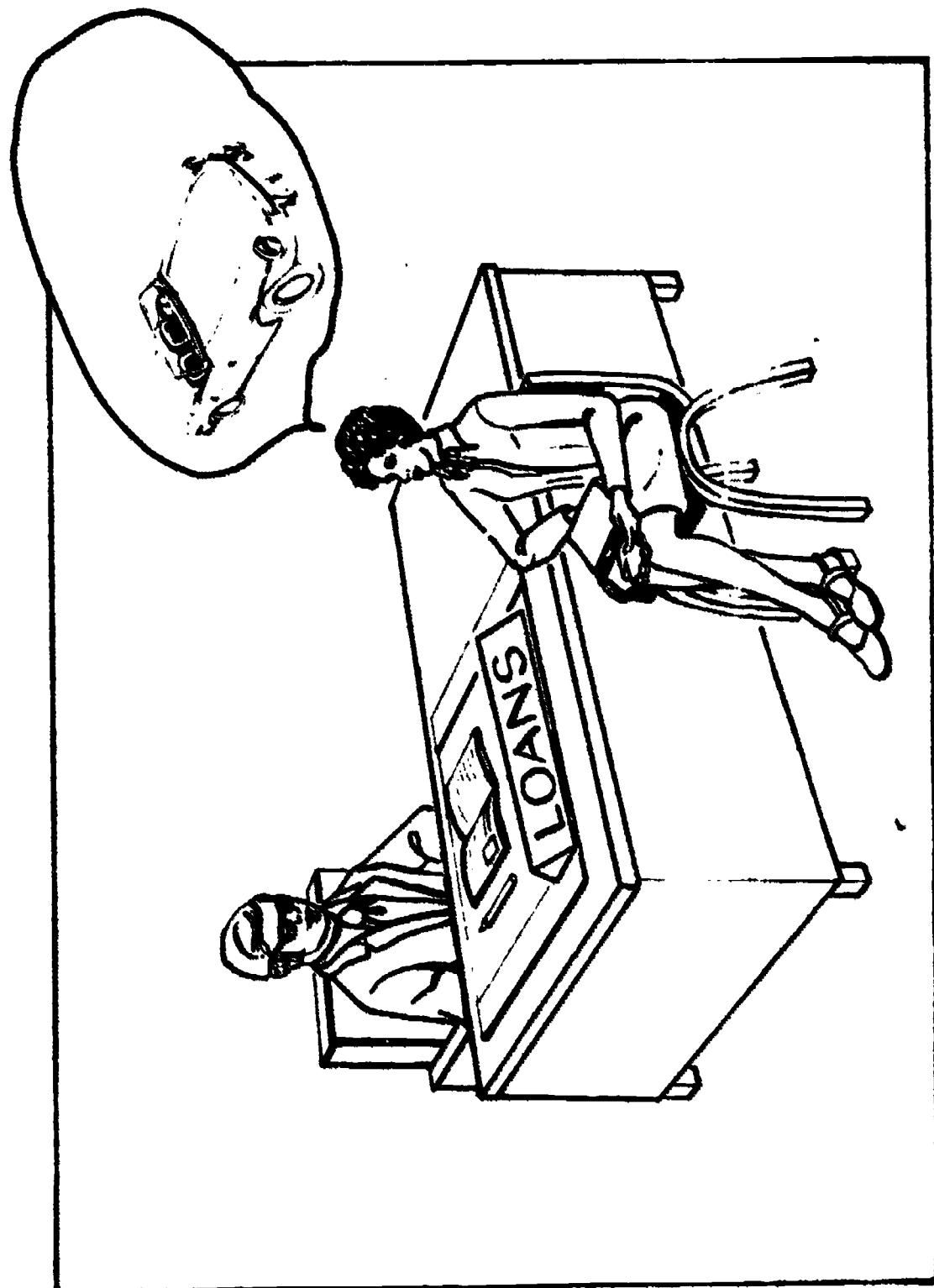


# BAD WORK HABITS



EMPLOYMENT  
OFFICE





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